

HAMPDEN- SYDNEY COLLEGE

YOU CAN DO ANYTHING WITH A DEGREE FROM HAMPDEN-SYDNEY COLLEGE

ACADEMIC CATALOGUE

2010-2011



HAMPDEN- SYDNEY COLLEGE

*For more than two centuries
Hampden-Sydney College has held
true to the ideals of her founders,
educating leader after leader
for country and Commonwealth,
all good men and good citizens
formed in an atmosphere
of sound learning.*

ACADEMIC CATALOGUE 2010-2011

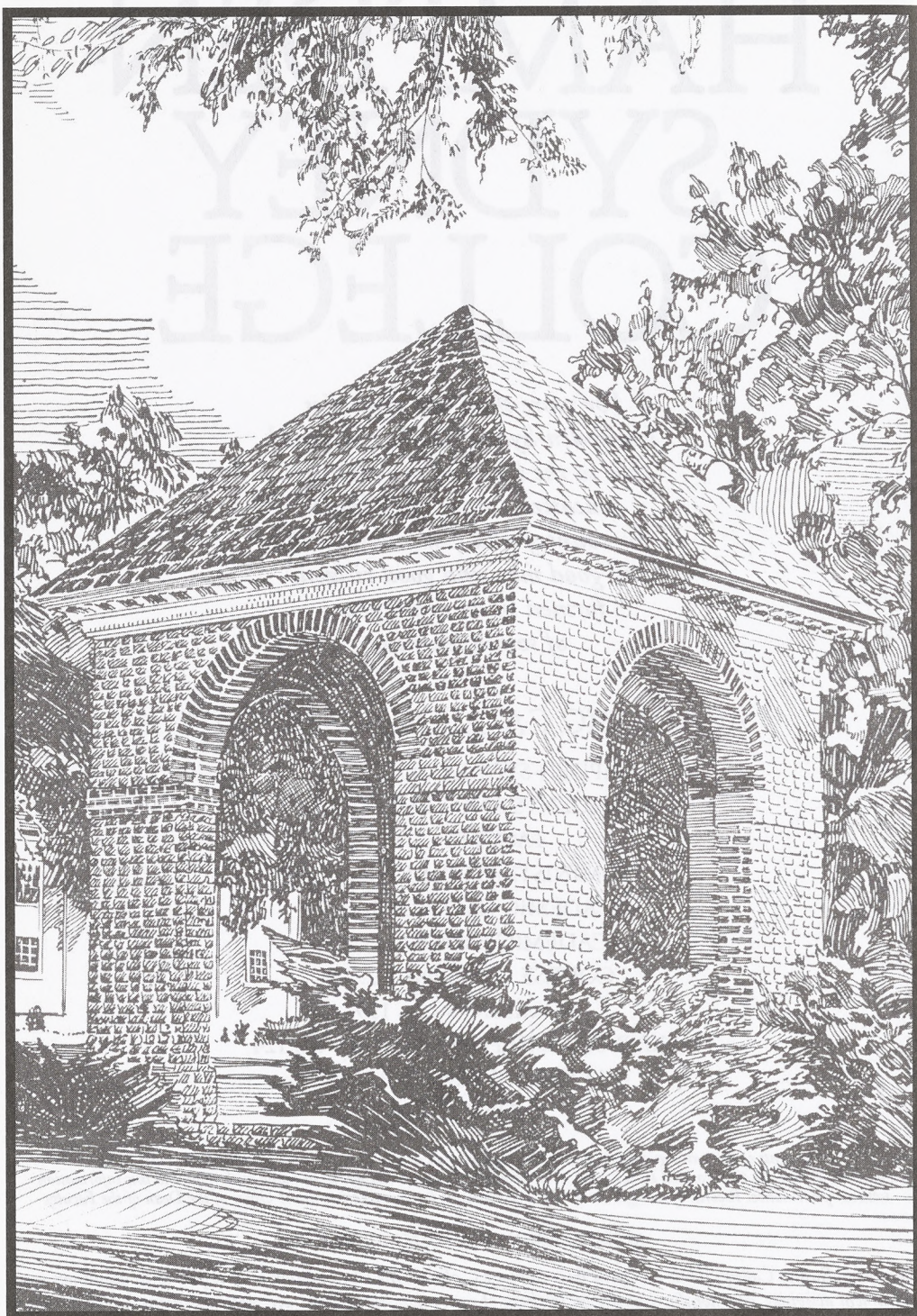
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The contents of this catalogue represent accurate information available at the time of publication (July 2010). However, during the time covered by this issue, it is reasonable to expect changes to be made with respect to this information without prior notice. Records of changes are on file and available for examination in the Office of the Dean of the Faculty.

NON-DISCRIMINATION POLICY STATEMENT

Hampden-Sydney College, while exempted from Subpart C of the Title IX regulation with respect to its admission and recruitment activities, does not discriminate on the basis of race, color, sex, religion, age, national origin, handicap, sexual orientation, or veteran status in the operation of its educational programs and with respect to employment.

*For information on this non-discrimination policy, contact the Office of Human Resources, Box 127,
Hampden-Sydney College, Hampden-Sydney, VA 23943, (434) 223-6220.*



WATKINS BELL TOWER (1934)

HAMPDEN- SYDNEY COLLEGE

Hampden-Sydney College is a lively community seeking "to form good men and good citizens in an atmosphere of sound learning."

The mission of the College is to instill in its students a commitment to sound scholarship through studies in the natural sciences, the humanities, and the social sciences; to cultivate qualities of character and moral discernment rooted in the Judeo-Christian tradition; to develop clear thinking and expression; to promote an understanding of the world and our place in it; to impart a comprehension of social institutions as a basis for intelligent citizenship and responsible leadership in a democracy; to prepare those with special interests and capacities for graduate and professional study; and to equip graduates for a rewarding and productive life.

Hampden-Sydney is a liberal arts college for men now enrolling approximately 1,128 students. In continuous operation since November 10, 1775, the College is one of the oldest institutions of higher learning in the United States, holds the oldest (1783) private charter in the South, and is the oldest of the country's few remaining colleges for men.

Hampden-Sydney is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866

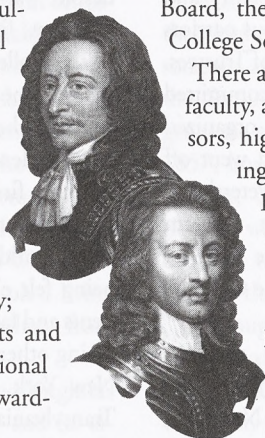
Southern Lane, Decatur, Georgia 30033-4097; [404] 679-4500) and is a member of the Association of Virginia Colleges, the Virginia Foundation for Independent Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.

There are 98 members of the full-time teaching faculty, and a varying number of adjunct professors, highly motivated and dedicated to teaching, for a student-faculty ratio of about 10.3:1. Nearly half of the graduating seniors enter graduate or professional school.

Part of the 1,330-acre campus, picturesquely set in Virginia's historic Southside, 70 miles southwest of Richmond, has been designated a National Historic Preservation Zone. Farmville, a town of 6500, is seven miles north. None of the eighteenth-century buildings survives, but the

Federal architecture first used for the western portion of the Alamo (1817, destroyed 1994) has been maintained as the dominant style for the campus.

As of 31 March 2010 the endowment portfolios had a market value of approximately \$124.1 million. The operating budget for 2010-2011 is \$56.9 million.



*Algernon Sydney (top)
John Hampden (above)*

HAMPDEN-SYDNEY BEGAN as the southernmost representative of the "Log College" form of higher education established by the Scotch-Irish Presbyterians in America, whose academic ideal was the University of Edinburgh, seat of the Scottish Enlightenment.

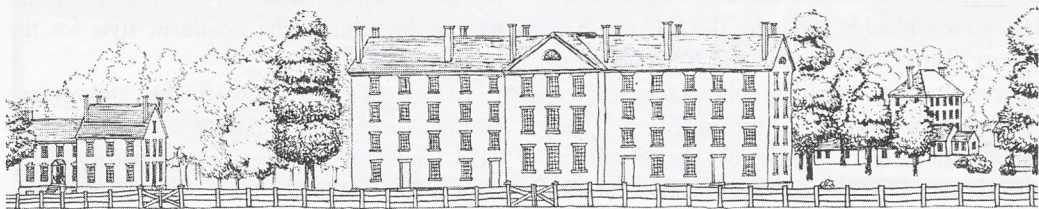
The first president, at the suggestion of Dr. John Witherspoon, the Scottish president of The College of New Jersey (now Princeton University), chose the name Hampden-Sydney to symbolize devotion to the principles of representative government and full civil and religious freedom which John Hampden (1594-1643) and Algernon Sydney (1622-1683) had outspokenly supported, and for which they had given their lives, in England's two great constitutional crises of the previous century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by James Madison, Patrick Henry, and other less well-known but equally vigorous patriots who composed the College's first Board of Trustees. Indeed, the original students eagerly committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defenses of Williamsburg and of Petersburg, in 1777 and 1778 respectively. Their uniform of hunting-shirts dyed purple with the juice of pokeberries and grey trousers justifies the College's traditional colors, garnet and grey.

The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation (about two miles south of the present campus), accepted a gift of one hundred acres for the College, elected Trustees (most of whom were Episcopalian), and named as

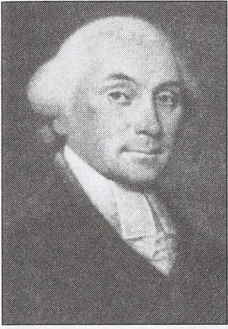
Rector (later President) the Rev. Samuel Stanhope Smith, valedictorian of the Princeton class of 1769, who had been actively promoting the idea of establishing a college in the heavily Scotch-Irish area of south-central Virginia since he began his ministry there in 1774. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his own alma mater, he journeyed to Princeton to secure the founding faculty, which included his younger brother, John Blair Smith. On that 1775 trip he also visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty gathered for the opening of the first winter term on 10 November 1775. The College has never suspended operations.

Early fund-raising efforts were varied (they included a state-sanctioned lottery) and vigorous; despite war-time inflation and other economic dislocations, financial support of and general interest in the College were such guarantees of its viability that in June 1783 the General Assembly granted by statute a charter of incorporation, partly written by Patrick Henry.

In its first fifty years the College prospered and gained the respect of the public and of the educational world. As early as the 1790s its influence was being felt elsewhere, as alumni and former presidents and faculty members began founding or organizing other institutions, including Union College, New York (1795), by ex-President J. B. Smith; Transylvania University (1798), by James Blythe, class of 1788; Princeton Seminary (1812), by ex-President Archibald Alexander; and the University of Virginia (1819), by Joseph Carrington Cabell, class of 1800. The Medical College of Virginia was

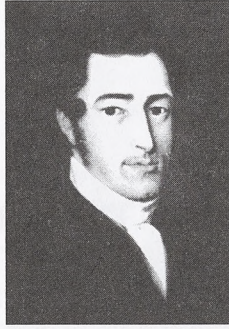


Hampden-Sydney College in 1840: from left to right, Steward's Hall (The Alamo, 1817, 1830), The College (Cushing Hall, 1822-1833), and the 18th-century buildings.

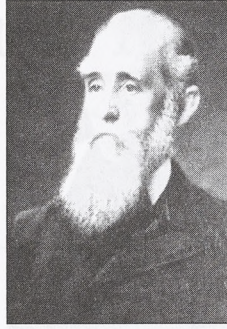


Princeton University. Request of Alfred A. Woodhull, great-grandson of President Smith

Samuel Stanhope Smith



Jonathan P. Cushing



Richard McIlwaine 1853



J. D. Eggleston 1886

opened (1838) in Richmond as the medical department of Hampden-Sydney; Union Theological Seminary in Virginia (1822) was founded at Hampden-Sydney and occupied the south end of the present campus for some seventy-five years before its relocation in Richmond.

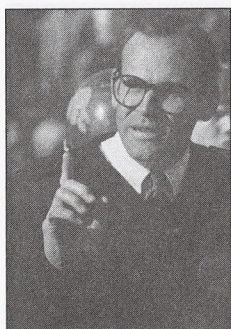
The College matured physically and academically through the first half of the nineteenth century, enjoying the services of some remarkably gifted leaders. Jonathan P. Cushing, a Dartmouth man and the first layman and first non-Presbyterian to be president, oversaw during his fourteen-year tenure (1821-1835) the abandonment of the College's original buildings in favor of the handsome Federal architecture which still distinguishes the campus. The world-renowned chemist, Dr. John W. Draper, who built the first camera to photograph a living person, was professor at Hampden-Sydney from 1836 to 1839.

Religious controversy, the nation's and Virginia's economic troubles, and the Civil War and its aftermath were for two generations the testing-fires of Hampden-Sydney as a stronghold of academic quality. Fortunately for the College, the longest-tenured of its presidents, the able and dedicated J. M. P. Atkinson, served from before the War through Reconstruction (1857-1883); he performed the remarkable feat of keeping the College solvent, while insistently upholding both disciplinary and academic standards. Once again, at the outset of war the student body organized a company, with the president as captain. These men, officially mustered as Company G, 20th Virginia Regiment, "The Hampden-Sidney Boys," saw action in the disaster

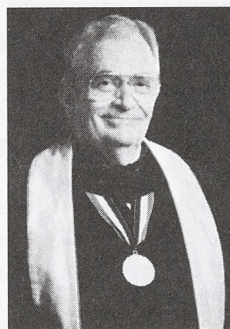
of Rich Mountain (9-11 July 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies.

During the presidencies of Dr. Atkinson and his eminent successor, Dr. Richard McIlwaine, many features of current student life were introduced—social fraternities, sports, and student government, for example; other student activities flourished at their highest level, such as the literary, or debating, societies and musical clubs. In addition, in 1898 the Seminary moved to Richmond and a most generous alumnus, Major R. M. Venable, class of 1857, bought its buildings and gave them to the College, doubling the physical plant. The curriculum was expanded, but without weakening the coherent tradition of liberal education which had become the hallmark of the College.

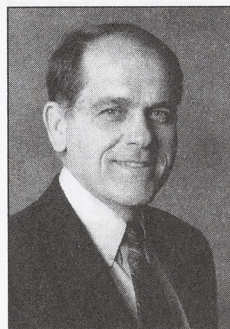
Through the twentieth century, faced with increasing competition for students and with declining general respect for the liberal arts, the College cautiously and deliberately pursued the aim of honoring the demands of its well-defined heritage. Ably led through the Depression and World War II and their aftermath by Presidents Joseph D. Eggleston (1919-1939) and Edgar G. Gammon (1939-1955), the College expanded massively in size, strength, and stature. In the last half of the century new dimensions of commitment to old principles were opened, and all areas of the College's operation saw improvements: for example, under President W. Taylor Reveley II (1963-1977), Hundley Stadium (1963) and a new science building (Gilmer Hall, 1968) were built, the first computer center was established (1970), and Eggleston Hall was more than



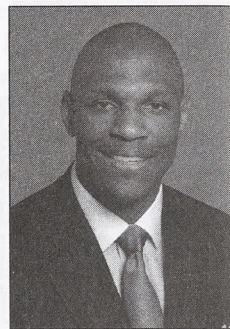
Josiah Bunting III



Samuel V. Wilson



Walter M. Bortz III



Christopher B. Howard

doubled in size; under President Josiah Bunting III (1977-1987), a comprehensive program of refurbishment of campus structures was started, and the Kirby Fieldhouse (1980), the Crawley Forum, and six residence halls were built. Also under President Bunting, the academic program was significantly enriched: in a reassertion of the first President Smith's 1775 promise to pay "a more particular Attention ... to the Cultivation of the English Language than is usually done in Places of public Education," the Rhetoric Program was instituted in 1978, with the clear purpose of ensuring that graduates "write clearly, cogently, and grammatically." The Honors Program, which has doubled the number of its participants in the last twenty-five years, has attracted students from across the country. President Samuel V. Wilson (1992-2000), a direct descendant of founding Trustee Nathaniel Venable, oversaw the continued expansion of the faculty, the completion of the renovation and reconstruction program (including all fraternity houses), and the addition of Settle Hall, the first building intended originally and exclusively as a dining hall in the College's history. Under President Wilson Fine Arts became a full department with programs for majors; the Center for Leadership in the Public Interest was established and was named for him upon his retirement; a wide-ranging series of symposia involving prominent authorities on subjects from the Trojan War to the Vietnam War and from Sophocles' *Oedipus the King* to the Human Genome Project began to attract considerable attention to and interest in the College's paracurricular intellectual life.

The administration of President Walter M. Bortz III oversaw a number of significant changes to the campus. The College Bookstore was expanded in 2004 and a Fitness Center was added to Kirby Fieldhouse. Johns Auditorium was renovated and expanded in 2005 and a new home for the Fuqua Computing Center in the basement of Johns was completed. The Hellmuth-Pritzlaff turf field was constructed in 2006. There followed in 2007 two of the largest construction projects in recent College history: the Lewis C. Everett Stadium replaced Hundley Stadium and a new 83,000 square foot College Library was opened (in 2009 the Trustees named the new library in honor of Dr. Bortz). Finally, the Kirk Athletic Center was dedicated in 2008, this the result of a significant renovation and expansion of Gammon Gymnasium. Also under President Bortz the academic program was revised to include minors and a concentration in environmental studies was added.

President Christopher B. Howard's tenure was thus inaugurated in 2009 with a modern campus that combines the beauty of its rural setting and the Federal architectural style with up-to-date technology; the result is an ideal living and learning environment for young men in the 21st century.

The academic, social, and cultural life of the College continues to be enriched, and Hampden-Sydney looks ahead with a wholesome optimism, bred of a sober integrity of mission coupled with a history of prudent development, and made possible by an extraordinary succession of leaders and benefactors of rare ability, commitment, and vision.

Presidents and Trustees

PRESIDENTS OF THE COLLEGE

SAMUEL STANHOPE SMITH, B.A., D.D., LL.D.	1775-1779
JOHN BLAIR SMITH, B.A., D.D.	1779-1789
DRURY LACY, D.D. (Vice President and Acting President)	1789-1797
ARCHIBALD ALEXANDER, B.A., D.D., LL.D.	1797-1806
WILLIAM S. REID, D.D. (Vice President and Acting President)	1807
MOSES HOGE, D.D.	1807-1820
JONATHAN P. CUSHING, B.A., A.M. (Acting President)	1820-1821
(President)	1821-1835
GEORGE A. BAXTER, D.D. (Acting President)	1835
DANIEL LYNN CARROLL, B.A., D.D.	1835-1838
WILLIAM MAXWELL, B.A., LL.B., LL.D.	1838-1845
PATRICK J. SPARROW, D.D.	1845-1847
S. B. WILSON, D.D. (Acting President)	1847
F. S. SAMPSON, D.D. (Acting President)	1847-1848
CHARLES MARTIN, A.B., LL.D. (Acting President)	1848-1849, 1856-1857
LEWIS W. GREEN, B.A., D.D.	1849-1856
ALBERT L. HOLLADAY, M.A. (Died before taking office)	1856
JOHN M. P. ATKINSON, B.A., D.D.	1857-1883
RICHARD McILWAINE, B.A., D.D., LL.D.	1883-1904
JAMES R. THORNTON, A.M. (Acting President)	1904
W. H. WHITING, JR., B.A., A.M., LL.D. (Acting President)	1904-1905, 1908-1909
J. H. C. BAGBY, M.A., M.E., Ph.D. (Acting President)	1905
JAMES GRAY McALLISTER, B.A., B.D., D.D., LL.D., D. Litt.	1905-1908
HENRY TUCKER GRAHAM, B.A., B.D., D.D., LL.D.	1909-1917
ASHTON W. McWHORTER, B.A., A.M., Ph.D. (Acting President)	1917-1919
JOSEPH DuPUY EGGLESTON, A.B., A.M., LL.D.	1919-1939
EDGAR GRAHAM GAMMON, B.A., B.D., D.D., LL.D.	1939-1955
JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D.	1955-1960
THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc.	1960-1963
WALTER TAYLOR REVELEY II, B.A., B.D., Ph.D., LL.D., D.Litt.	1963-1977
JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.), D.Litt.	1977-1987
JAMES RICHARD LEUTZE, B.A., M.A., Ph.D.	1987-1990
JOHN SCOTT COLLEY, B.A., M.A., Ph.D., Litt.D. (Provost & Acting President)	1990-1991
RALPH ARTHUR ROSSUM, B.A., M.A., Ph.D.	1991-1992
SAMUEL VAUGHAN WILSON, B.A., LL.D., L.H.D.	1992-2000
WALTER MICHAEL BORTZ III, B.S., Ed.D., LL.D.	2000-2009
CHRISTOPHER B. HOWARD, B.S., M.B.A., M.Phil., Ph.D.	2009-

BOARD OF TRUSTEES

Officers of the Corporation 2010-2011

Thomas N. Allen '60	Chairman
Christopher B. Howard.....	President
John W. Drescher '70.....	Vice Chairman
Paul S. Baker.....	Secretary
C. Norman Krueger.....	Treasurer and Assistant Secretary

Class of 2011

Michael H. Blackwell '01	Alexandria, Virginia
Bradley H. Cary '85.....	Suwannee, Georgia
Cynthia L. Citrone	Southport, Connecticut
Linda H. Marks	Mechanicsville, Virginia
Hugh L. McLaughlin III '91	Washington, District of Columbia
Cammack Morton '73	Baton Rouge, Louisiana
Charles C. Mottley '56.....	Scottsdale, Arizona
Tayloe N. Negus '88	Richmond, Virginia
John C. Parrott II '64.....	Roanoke, Virginia
Henry C. Spalding, Jr. '60.....	Richmond, Virginia
David G. Wilson, Jr. '63	Richmond, Virginia

Class of 2012

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John W. Drescher '70.....	Norfolk, Virginia
John L. Gibson III '82	Virginia Beach, Virginia
James F. Lipscomb '66.....	Richmond, Virginia
Jon A. Pace '82.....	Charlotte, North Carolina
Frank W. Roach '73	Newport News, Virginia
Robert D. Taylor '73.....	Richmond, Virginia
Joseph F. Viar, Jr. '63.....	Alexandria, Virginia
Donnan C. Wintermute	Alexandria, Virginia

Class of 2013

Orran L. Brown '78	Richmond, Virginia
Charles L. Capito, Jr. '76	Charleston, West Virginia
Scott M. Harwood '65.....	Farmville, Virginia
Everett A. Hellmuth III '75.....	Alexandria, Virginia
John Hillen	McLean, Virginia
Keith W. Lewis '78.....	Baltimore, Maryland
Charles V. McPhillips '82.....	Norfolk, Virginia
Bartow Morgan, Jr. '94	Lawrenceville, Georgia
William L. Pannill '77.....	Martinsville, Virginia
John B. Schug '52	Charlotte, North Carolina

Class of 2014

Charles L. Cabell '74	Richmond, Virginia
H. Hiter Harris III '83.....	Richmond, Virginia
M. Peebles Harrison '89.....	Nags Head, North Carolina
John W. Kirk III '72.....	Roanoke, Virginia
Frederick C. Larmore '74.....	Richmond, Virginia
G. Michael Pace, Jr. '79	Roanoke, Virginia
William T. Saunders, Jr. '60.....	Hampton, Virginia
Thaddeus R. Shelly III '75	Palm Beach, Florida
Anne M. Whittemore	Richmond, Virginia

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Faculty

2010-2011 (*Retired*)

LEON NEELY BEARD, JR., B.A., Ph.D. (1968, 1999) *Professor Emeritus of Physics and Astronomy*

JOSEPH MICHAEL BERMAN, B.S., Sc.M., Ph.D. (1987, 2007) *Associate Professor Emeritus of Mathematics and Computer Science*

JOHN LUSTER BRINKLEY, B.A., B.A. (Oxon.), M.A., M.A. (Oxon.), Litt.D. (1967, 2007) *Professor Emeritus of Classics*

STEPHEN CADY COY, B.A., M.F.A., D.F.A. (1981, 1993) *Professor Emeritus of Fine Arts*

THOMAS EDWARD DeWOLFE, A.B., M.A., Ph.D. (1966, 2003) *Professor Emeritus of Psychology*

KEITH WILLIAM FITCH, B.S., M.A., Ph.D. (1972, 2003) *Associate Professor Emeritus of History*

EARL WILLIAM FLECK, B.A., M.A., Ph.D. (2002, 2010) *Provost Emeritus and Professor Emeritus of Biology*

RAY ALLEN GASKINS, B.S., Ph.D. (1970, 1997) *Professor Emeritus of Mathematics and Computer Science*

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 2005) *Professor Emeritus of Biology*

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968, 2004) *Squires Professor Emeritus of History*. B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

SANDRA WOOD HEINEMANN, B.A., M.A.L.S. (1976, 2002) *Catalogue Librarian Emerita*

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970, 1998) *Professor Emeritus of Economics*

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967, 2003) *Associate Professor Emeritus of Philosophy*

PAUL ANTHONY JAGASICH, B.A., B.S., M.A., Ph.D. (1973, 2001) *Professor Emeritus of Modern Languages*

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 2004) *Professor Emeritus of Physics and Astronomy*

JAMES CHARLES KIDD, B.A., M.Mus., Ph.D. (1981, 2009) *Barger Professor Emeritus of Music*

EDWARD MARION KIESS, B.S., M.S., Ph.D. (1968, 1993) *Professor Emeritus of Physics*

PAULE GOUNELLE KLINE, Licence, Diplôme, Ph.D. (1983, 1997) *Associate Professor of Modern Languages, retired*

AMOS LEE LAINE, B.A., M.A., Ph.D. (1968, 2006) *Trinkle Professor Emeritus of History*

ANNE CASTEEN LUND, B.S., M.S., Ph.D. (1974, 2008) *Professor Emerita of Biology*

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969, 2007) *Elliott Professor Emeritus of English*

THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 2001) *Professor Emeritus of Mathematics and Computer Science*

OWEN LENNON NORMENT, JR., A.B., B.D., Th.M., Ph.D. (1966, 1998) *Professor Emeritus of Religion*

BRONWYN SOUTHWORTH O'GRADY, B.A., M.A. (1989, 2007) *Adjunct Associate Professor Emerita of Rhetoric*

THOMAS JOSEPH O'GRADY, B.A., M.A. (1974, 2007) *Adjunct Associate Professor Emeritus of English and Poet-in-Residence*

CATHERINE BARBOUR POLLARI, B.S., M.Ed., M.L.S. (1985, 2002) *Reference Librarian, retired*

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 2000) *Professor Emeritus of Religion*. B.S., The Ohio State University, 1960; S.T.B., Boston University School of Theology, 1963; Ph.D., Boston University, 1969.

MARY MONTGOMERY SAUNDERS, B.A., M.A., Ph.D. (1976, 2007) *Professor Emerita of English*

JORGE ANTONIO SILVEIRA, B.A., J.D., M.A., Ph.D. (1970, 1995) *Professor Emeritus of Modern Languages*

JAMES YOUNG SIMMS, JR., A.B., M.A., Ph.D. (1968, 2010) *Elliott Professor Emeritus of History and Wilson Center Fellow*. A.B., University of Maryland, 1958; M.A., University of Maryland, 1965; Ph.D., University of Michigan, 1976.

HASSELL ALGERNON SIMPSON, B.S., M.A., Ph.D. (1962, 1995) *Professor Emeritus of English*

CHARLES WAYNE TUCKER, B.A., M.A., Ph.D. (1972, 2007) *Professor Emeritus of Classics*

TULLY HUBERT TURNEY, JR., A.B., Ph.D. (1965, 2001) *Professor Emeritus of Biology*

NOTE: The first date in parentheses indicates the year in which the faculty member began service at the College. The second date indicates the year of retirement. Those whose credentials are given continue to teach on a part-time basis.

Faculty

2010-2011 (*Current*)

DIEUDONNÉ KOMLA AFATSAWO, Certificate, Diploma, B.A., Certificate, Licenciatura, M.A., Ph.D. (2000, 2006) *Associate Professor of Modern Languages*. Certificate, Universidad Complutense de Madrid, 1979; Diploma, Universidad Complutense de Madrid, 1980; B.A., University of Ghana, 1981; Certificate, Management Development and Productivity Institute, 1984; Licenciatura, Universidad Complutense de Madrid, 1990; M.A., University of Southern California, 1994; Ph.D., University of Southern California, 1999.

CENAIDÁ RUBIELA ALVIS, B.S., M.A. (2008) *Lecturer in Spanish*. B.S., Universidad del Atlántico-Colombia, 1990; M.A., University of Arkansas, Fayetteville, 2003.

CARL WILLIAM ANDERSON, B.S., M.S., Ph.D. (1986, 1994) *Elliott Professor of Chemistry*. B.S., University of Massachusetts, 1972; M.S., University of Cincinnati, 1975; Ph.D., University of Cincinnati, 1978.

CHARLES FRANCIS ARCHER, JR., B.A., M.M. (2003, 2009)^F *Associate Professor of Fine Arts*. B.A., Hampden-Sydney College, 1973; M.M., Westminster Choir College, 1982.

MARY ANN ARCHER, B.M., M.M., M.A. (2005) *Lecturer in Fine Arts*. B.M., University of Cincinnati, 1972; M.M., Catholic University of America, 1977; M.A., General Theological Seminary, 2002.

JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D. (1978, 1988) *Thompson Professor of Classics*. B.A., Grinnell College, 1969; M.A., Stanford University, 1972; Ph.D., Stanford University, 1972.

AUGUSTA ARTHUR, B.A., M.A.T. (2010) *Lecturer in German*. B.A., Smith College, 1967; M.A.T., Northwestern University, 1969.

GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D. (1972, 1988) *Elliott Professor of English*. B.A., Haverford College, 1965; M.A., Yale University, 1968; Ph.D., Yale University, 1975.

ROGER MILTON BARRUS, B.A., M.A., Ph.D. (1982, 1995) *Elliott Professor of Government and Foreign Affairs*. B.A., Michigan State University, 1973; M.A., Harvard University, 1979; Ph.D., Harvard University, 1984.

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BRIAN THOMAS BURNS, B.S.Ed., M.L.S., M.Ed. (2003, 2009) *Media Librarian*. B.S.Ed., Indiana University of Pennsylvania, 1989; M.Ed., Indiana University of Pennsylvania, 1991; M.L.S., University of South Florida, 1998.

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ANTHONY MICHAEL CARILLI, B.A., M.A., Ph.D. (1991, 2004) *Professor of Economics*. B.A., Hartwick College, 1983; M.A., Northeastern University, 1987; Ph.D., Northeastern University, 1991.

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STANLEY ALAN CHEYNE, B.A., M.A., Ph.D. (1990, 2003)^S *Professor of Physics and Astronomy*. B.A., Hendrix College, 1984; M.A., University of Mississippi, 1986; Ph.D., University of Mississippi, 1989.

L=On leave 2010-2011.
F=On leave fall semester only.
S=On leave spring semester only.

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- STEELE NOWLIN, B.A., M.A., Ph.D. (2007) *Assistant Professor of English*. B.A., Kent State University, 1999; M.A., The Pennsylvania State University, 2002; Ph.D., The Pennsylvania State University, 2007.
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- JANICE SIEGEL, B.A., M.A., Ph.D. (2006, 2009) *Associate Professor of Classics*. B.A., Washington University in St. Louis, 1983; M.A., Washington University in St. Louis, 1984; Ph.D., Rutgers University, 1994.
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COMMITTEES OF THE FACULTY

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees (Academic Affairs, Faculty Affairs, Student Affairs, Budget-Audit, Benefits, Committee for Faculty Appointments, and Grievance) and their subcommittees are listed below with their areas of responsibility and the names and terms of their members. Numbers in parentheses indicate the last year in office of full-term members; numbers in square brackets indicate one-year surrogates.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (*e.g.*, audiovisual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the faculty. Also serves as the Executive Committee of the faculty between faculty meetings. May establish subcommittees and *ad hoc* committees, for purposes definite, to report to it.

Membership:

- 3 faculty members, one from each division, elected by each division, for 3-year staggered terms: Vitale/Winborne (11), Lewis (12), McDermott (13)
 - 1 faculty member elected at large and 1 faculty member appointed by the President for 2-year staggered terms: Frye (11), DeJong (12)
 - 1 student elected annually in the Spring by faculty members of the Committee (save for Executive Committee business): C.J. Turpin
- Dean of the Faculty, *ex officio*: Herdegen
Chair, elected annually from within the ranks of the faculty on the committee: TBA

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial-aid policy established by the faculty.

Membership:

- 3 faculty members, one elected at large each year, for 3-year staggered terms: Lins [11], Davis (12), Wolyniak (13)
 - 1 faculty member appointed annually by the President, after the election of the above: Sipe (11)
- Dean of Students, *ex officio*: Klein
Chair (Dean of Admissions, *ex officio*): Garland
(The Chair shall invite such other members of the Administration as shall be appropriate to attend meetings when needed.)

Assessment Committee

A subcommittee of the Academic Affairs Committee, responsible for coordinating departmental and program assessments, recommending approaches to assessment to departments and programs, working with visiting assessment teams, and making recommendations on future assessment strategies to the Dean of the Faculty.

Membership:

- 3 faculty members, one from each division, elected by the division, for 3-year staggered terms: Johnson (11), Thurman (12), Gigliotti-Guridi (13)
 - 1 faculty member appointed by the Dean of the Faculty for a 3-year term: Coombs (12)
- Dean of the Faculty, *ex officio*: Herdegen
Chair, 1 additional faculty member appointed by the Dean of the Faculty for a 3-year term: Dempster (11)

Health Sciences Committee

A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and predoctoral students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.

Membership:

- 4 faculty members, at least two of whom should represent the natural sciences, appointed by the President for 4-year staggered terms: Valente (11), Carroll (12), Thurman (13), Hargadon (14)
- Chair, appointed annually by the Dean of the Faculty: Thurman

Honors Council

A subcommittee of the Academic Affairs Committee, responsible for recruitment of honors scholars; coordination of departmental honors for juniors and seniors; administration of a program of book seminars, lectures, and cultural events; administration of Introductory Honors Program; administration of the Honors Scholarship program.

Membership:

- 3 faculty members, one from each division, appointed by the Dean of the Faculty for 3-year staggered terms: Hunter (11), Cheyne/Pelland (12), Varholly (13)
 - 2 students drawn from the ranks of honors scholars (one either a junior or senior and one either a freshman or sophomore), appointed by the Dean of the Faculty on the recommendation of the Director of the Honors Program: TBA, TBA
- Dean of the Faculty, *ex officio*: Herdegen
Director, appointed by the Dean of the Faculty from the ranks of the faculty: Vitale/Utzinger
Associate Director, appointed by the Dean of the Faculty from the ranks of the faculty: Utzinger/Dinmore

Human Research Review Committee

A subcommittee of the Academic Affairs Committee, responsible for reviewing those research activities on human subjects that are described in the statutes of the Commonwealth of Virginia and Department of Health and Human Services federal regulations.

Membership:

- 3 faculty members (tenured or non-tenured), one from each division, appointed for 3-year staggered terms by the Dean of the Faculty: D. Weese (11), McDermott (12), Janowski (13)
 - 1 student appointed annually by the Dean of Students: A.M. Tipert
 - 1 member of the administrative staff appointed for a 3-year term by the President: Ferguson (12,a)
 - 1 member of the community, not otherwise associated with the College nor a member of the immediate family of a person associated with the College, appointed for a 3-year term by the Dean of the Faculty: Eddleman (13,a)
- Alternates appointed as necessary by the Dean of the Faculty
- Dean of the Faculty, *ex officio*: Herdegen
- Chair, elected annually from within the ranks of the faculty on the committee: D. Weese

International Studies Committee

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

Membership:

- 3 faculty members, one from each division, elected by the division, for 3-year staggered terms: Dinmore (11), Siegel (12), Wages (13)
 - 1 faculty member elected at large annually: Salvage (11)
 - 1 faculty member appointed annually by the Dean of the Faculty: Palmer (11)
- Director of Global Education and Study Abroad, *ex officio*: Cooper
- Chair, elected from within the committee: TBA

FACULTY AFFAIRS COMMITTEE

Oversight of policies affecting the faculty, including the Faculty Handbook, and advice to the Dean of the Faculty on faculty hiring, promotion, and tenure.

Membership (elected from tenured faculty):

- 3 faculty members, one elected from each division, by each division, for 3-year staggered terms: Smith (11), Shear (12), Thornton (13)
 - 3 faculty members, one from each division, elected by the faculty as a whole, for 3-year staggered terms: Mueller (11), Blackman (12), Hardy (13)
- Dean of the Faculty, *ex officio*, without vote: Herdegen
- Chair, elected from among, and by, elected committee members: TBA

Committee on Professional Development

Oversight of faculty research and development, including review of funded summer research and sabbaticals, development of general policy on support of faculty research, and planning and implementation of faculty development programs, and advice to the Dean of the Faculty on the funding of faculty research, sabbaticals, and development.

Membership:

- 3 faculty members, one elected from each division, by each division, for 3-year staggered terms: Devlin (11), Dempster (12), Utzinger (13)
 - 3 faculty members (from tenured faculty), one from each division, elected by the faculty for 3-year staggered terms: K. Weese (11), Thurman (12), Hunter (13)
- Dean of the Faculty, *ex officio*: Herdegen
- Chair, elected annually from within the committee: TBA

Gender Issues Committee

A subcommittee of the Faculty Affairs Committee, responsible for review and recommendation on concerns related to gender in the areas of college policy, curriculum, faculty evaluation, and cultural activities.

Membership:

- 3 faculty members, one elected from each division, by each division, for 3-year staggered terms: Dirmeyer (11), Deal (12), Bloom (13)
 - 1 faculty member elected at large for a 2-year term: Zhao (12)
 - 1 faculty member appointed by the Dean of the Faculty for a 2-year term: Frusetta (12)
 - 2 students appointed by the President of the College annually in the spring: R.A. Delong, M.E. MacFarland
- College Chaplain, *ex officio*: David Keck
- Chair, elected annually from within the ranks of the faculty on the committee: TBA

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.

Membership:

- 3 faculty members, one elected at large each year, for 3-year staggered terms: Burns (11), Lehman (12), Nowlin (13)
- President of the Student Government: K.R. Simon, Jr.
- 2 students appointed by the President of the College annually in the spring: J.B.D. Potter, V.C. Winstead, Jr.
- Dean of Students, *ex officio*: Klein
- Chair, elected annually from within the ranks of the faculty on the committee: TBA

Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the faculty, oversight and review of varsity and intramural athletic programs, liaison between the Director of Athletics and the faculty.

Membership:

4 faculty members, one elected at large each year, for 4-year staggered terms: Dinmore (11), Vogel (12), Keohane (13), Goodman (14)

1 student elected annually in the spring by faculty members of the Committee: S.R. Pugh IV

Director of Athletics, *ex officio*: Bush

Dean of Students, *ex officio*: Klein

Faculty representative to the NCAA, *ex officio*: Mossler (11)

Chair, elected annually from within the ranks of the faculty on the committee: TBA

Lectures and Programs Committee

A subcommittee of the Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

Membership:

3 faculty members, serving 3-year staggered terms, one appointed by the President, two elected by the faculty: Blackman (11), Dunn (12), Palmer (13)

4 students chosen annually in the spring by the President of the Student Government: C.D. Barrett, Jr., M.C. Dowd, J.C. Marshall, S.M. Turchan

Dean of Students, *ex officio*: Klein

Chair, elected annually from within the ranks of the faculty on the committee: TBA

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities reflected in the budget, and the general fiscal condition of the College—the findings to be reported to the faculty, students, and trustees.

Membership:

4 faculty members elected for 4-year staggered terms, one from each division: Hight (12), Pelland (13), Lehman (14); and one from the faculty at large: Bloom (11)

Dean of the Faculty, *ex officio*: Herdegen

Chair, elected from within the committee: TBA

BENEFITS COMMITTEE

Annual review of the benefits provided in employment contracts at the College. The committee members will serve as the faculty representatives to the College Benefits Committee.

Membership:

3 faculty members, one elected each year by the faculty as a whole for 3-year staggered terms: D. Weese (11), Deal (12), Arieti (13)

1 faculty member appointed annually by the President after the election of the above: Schwartz (11)

COMMITTEE FOR FACULTY APPOINTMENTS

Responsible for advising and making recommendations to the Dean of the Faculty on replacements at the time of retirements, resignations, and other departures; the addition of new continuing positions to established departments or programs; and the addition of a continuing position in an academic discipline, department, or program not presently represented in the curriculum.

Membership:

6 tenured faculty members, two from each division, three each from the Faculty Affairs and Academic Affairs Committees, appointed by the Dean of the Faculty. (In assembling the Committee, the Dean will normally select the chairs of the two committees. Members of those committees who are untenured and/or who belong to departments making arguments for a position will be ineligible to serve. In those instances in which either the Faculty Affairs Committee or Academic Affairs Committee has an insufficient number of members eligible to serve on the Committee, the respective committee will recommend a faculty member who is from the same division as the ineligible member and who has served on the Committee within the past three years.)

GRIEVANCE COMMITTEE

Responsible for hearing grievances, including appeals of tenure, promotion, and hiring decisions.

Membership (elected from tenured faculty):

5 faculty members elected at large for 3-year staggered terms; administrative officers are not eligible to serve: Carney (11), Pelland (11), Hall (12), Bagby (13), Varholý (13)

2 alternates elected at large annually: Anderson (11), Barrus (11)

Chair, elected from within the committee: TBA

Faculty Representative to the Board of Trustees:

Werth (11)

Faculty Representative to the NCAA: Mossler (11)

Clerk of the Faculty: P. Wilson (12)

Administrative Staff

ADMINISTRATIVE OFFICERS

2010-2011

Christopher B. Howard, B.S., M.B.A., M.Phil., Ph.D.	President of the College
Paul S. Baker, B.S., M.A., Ed.D.	Vice President for Administration
C. Beeler Brush, B.A.	Vice President for Institutional Advancement
Robert T. Herdegen III, B.S., M.A., Ph.D.	Dean of the Faculty
Anita H. Garland, B.A., M.B.A.	Dean of Admissions
David A. Klein, B.A., D.Min.	Dean of Students
C. Norman Krueger, B.S., M.B.A.	Vice President for Business Affairs and Treasurer

ADMINISTRATIVE STAFF

2010-2011

Barbara S. Armentrout	Director of Human Resources
Shelby E. Asal	Postmaster
Hazel N. Baldwin	Manager, Bookstore
Terry W. Baldwin	Supervisor of Grounds
Zita M. Barree, B.S., M.B.A.	Director of Financial Aid
Larry A. Blunt, B.S.	Assistant Basketball Coach
Stephen C. Boles, B.A.	Superintendent of Grounds
Glen D. Bowman, B.A., M.S., Ph.D.	Director of Counseling Services
Nicole V. Branch, B.S.	Prospect Researcher, Institutional Advancement
Kerry L. Burke II, B.A.	Senior Assistant Dean of Admissions
Brian T. Burns, B.S., M.Ed., M.L.S.	Media Librarian
Lisa A. Burns, B.S., M.S.	Academic Counselor
Joseph E. Bush, B.S., M.S.	Director of Athletics and Head Golf Coach
Aaron P. Busi	Windows Systems Administrator/Network Analyst, Computing Center
Cynthia O. Campbell	Assistant Registrar
Eunice W. Carwile, B.A., M.A.	Director of Corporate and Foundation Relations, Institutional Advancement
Lynn N. Clements	Assistant Director of Financial Aid
Isaac S. Colbert, B.A., M.S.	Assistant Athletic Trainer
Dawn Congleton, B.S., M.B.A.	Registrar
Sandra P. Cooke, B.S., B.A.	Director of College Events
Mary K. Cooper, B.A., M.P.A.	Director of Global Education and Study Abroad
James E. Crawley	Supervisor of Housekeeping, Physical Plant
W. Glenn Culley, B.S., M.B.A.	Controller and Assistant Treasurer
Mladen Cvijanovic, B.A.	Assistant Dean of Students for Intercultural Affairs and New Student Orientation
Robert R. Davis III	Software Developer, Computing Center
Sean V. Davis, B.A.	Hardware and Software Specialist/Network Analyst, Computing Center
Elizabeth J. Deis, B.A., M.A., Ph.D.	Associate Dean of the Faculty
Cyrus I. Dillon III, B.A., M.A., Ph.D.	Director of the Library and Academic Information Services
Cheryle M. Dixon, B.S., M.S.	Webmaster, Computing Center
Wesley M. Dodson, B.S.	Assistant Football Coach and Defensive Coordinator
Candice J. Dowdy, B.S.	Director of Constituent and Alumni Relations, Institutional Advancement

John L. Dudley, B.A.	College Editor, Publications Office
Richard P. Epperson II, B.A., M.S.	Assistant Vice President of Institutional Advancement
Martin A. Favret, B.A.	Head Football Coach
Jason M. Ferguson, B.A.	Director of Admissions
Karen H. Fowler	SQL Database Administrator, Computing Center
Christa D. Fye, A.A.S., B.S., M.Ed.	Associate Dean for Academic Support
Jeffrey S. Gee, A.A.S., B.S.	Director of Security and Police
Chandra L. Gigliotti-Guridi, B.S., M.A., M.S.L.S.	Instructional Technologist and Associate Director of the Bortz Library
David L. Giles	Director of Facility Support, Physical Plant
Paul J. Giles	Assistant Director of Physical Plant and Supervisor of Maintenance
Sherry M. Giles, A.A.S.	Senior Manager of Client Services, Computing Center
Margaret P. Graham, B.S.N., R.N.-B.C.	Director of Moore Student Health Center
Thomas L. Gregory, B.S.	Director of Physical Plant
Matthew J. Guill, B.A.	Senior Assistant Dean of Admissions
Barbara M. Henley, B.A.	Director of Planned Giving, Institutional Advancement
Cheryl C. Hill, B.S.	Assistant Controller, Business Office
Amy L. Hunt Lawson B.S., B.A., M.Ed.	Associate Director of Annual Giving
Shaunna E. Hunter, B.A., M.L.I.S.	Public Services Librarian
Jeffrey C. Kinne, B.A.	Head Baseball Coach
David A. Keck, B.A., M.A., Ph.D., M.Div.	Pastor of College Church and College Chaplain
Chad M. Krouse, B.A., M.Div.	Interim Director of Annual Giving
Joshua B. Laux, B.A., M.S.	Head Soccer Coach
Wesley S. Lawson, B.A.	Associate Dean of Students for Residence Life and Housing
Berkeley C. Leonard, B.A.	Senior Assistant Dean of Admissions
Richard C. McClintock, B.A., M.A., Ph.D.	Director of Publications
R. Andrew McPherson, B.S., M.S.	Head Athletic Trainer
M. Watson Mulkey, B.A.	Assistant Dean of Admissions
Robert C. Murray	Director of Computing
Stephen O. Muskie, B.A., M.F.A.	Graphic Designer
Laura L. Neidert, B.S., M.Ed.	Associate Director of Career Development
Andrea L. O'York	Associate Director of Alumni Relations, Institutional Advancement
James C. Plunket III, B.S.	Assistant Lacrosse Coach
Andrew J. Prehmus, B.A.	Special Assistant to the President
W. Todd Pugh, B.S.	Senior Systems Administrator/Network Administrator, Computing Center
John R. C. Ramsay, B.A.	Assistant Dean of Students for Student Activities and Organizations
Randy W. Reed, B.A.	Major Gifts Officer, Institutional Advancement
Lana M. Reinson	Director of Advancement Services, Institutional Advancement
Shirley M. Robertson, B.S.	Business Operations Manager, Business Office
Christine C. Ross, B.S., M.S.	Director of Institutional Research and Assessment
Jason R. Rostan, B.A.	Assistant Lacrosse Coach
Raymond H. Rostan, B.A., M.S.	Head Lacrosse Coach and Assistant Athletic Director
Patrick A. Rowe, B.A.	Assistant Dean of Admissions
Thomas H. Shomo, B.A., M.Ed.	Director of Public Relations
L. Rucker Snead III, B.A., M.A., M.M.A.S.	Director of Career Development
Richard E. Talman III, B.S.	Director of TigeRec Fitness Center and Aquatics
Rosa C. Thomas, B.S., M.S.	Assistant Director of Financial Aid
Mandalyn Thompson, B.S.	Assistant Director of Annual Giving
Jared E. Traylor, B.A.	Assistant Football Coach
Durant G. Vick, B.S.	Head Basketball Coach
Angela J. Way, B.A., M.A.	Director and Curator, Atkinson Museum
Shawn R. White, B.S., M.A.	Assistant Dean of Students for Substance Education
R. Davis Yake, B.A.	Sports Information Director

Glen H. Young, B.S. Assistant Football Coach

SUPPORT STAFF

2010-2011

Jennifer S. Allen Senior Secretary and Recruiting Coordinator, Office of Career Development
 Elizabeth C. Amos Assistant Manager and Textbook Buyer, Bookstore
 Rondi L. Arlton, B.A., M.A. Assistant to the Director, Wilson Center for Leadership
 Patricia A. Brandt Academic Secretary, Rhetoric Program
 Mary M. Brooks Administrative Secretary and Student Visits Coordinator, Admissions Office
 C. Beth Bryant Accounts Payable and Purchasing Assistant, Business Office
 Janice D. Burkhart, B.S. Accounts Payable and Purchasing Coordinator, Business Office
 Wayne V. Burkhart Head Cashier and Trade Books Buyer, Bookstore
 Robert T. Card, Jr. Inventory and Shipping/Receiving Manager, Bookstore
 A. Cameron Cary, B.S. Human Resources Assistant
 Linda F. Cassada Public Relations Assistant
 Connie L. Clabo Payroll Manager, Human Resources Office
 Jennifer W. Cochrane, B.S. Secretary, Publications Office
 Ava E. Corbett Library Assistant for Public Services and Collection Maintenance
 Ralph A. Crawley Water/Sewer Supervisor, Physical Plant
 Maureen H. Culley, B.S. Administrative Secretary, Office of the Dean of the Faculty
 Michelle L. Dalton, B.A. Laboratory Technician, Biology Department
 Joan H. Davis Secretary – Campus Police and Security and Switchboard Operations Manager
 D. Wayne East Key Control, Work Order, and Inventory Coordinator, Physical Plant
 C. Denise Faircloth Nurse Receptionist
 T. Mark Fowler Sergeant, Campus Security and Police
 Joyce W. Fulcher Secretary, Registrar's Office
 Glenwood M. Giles Assistant Supervisor of Maintenance and HVAC Mechanic, Physical Plant
 William E. Gillen Inventory, Purchasing, and Storage Coordinator, Physical Plant
 Gregory L. Giuriceo Campus Security and Police Officer
 Debra M. Gregory Office Manager and Systems Supervisor, Financial Aid Office
 JoAnne B. Hazelwood Summer Programs Coordinator
 Rose I. Hedges Chonko, B.S. Senior Secretary, Institutional Advancement
 Pamela M. Henshaw Application Coordinator, Admissions Office
 Phyllis S. Hill Secretary, Major Gifts and Planned Giving Officers,
 Institutional Advancement
 Beverly B. Hines, B.S., M.S. Stockroom Supervisor, Chemistry Department
 Jane F. Holland Senior Academic Secretary, Morton Hall
 Shirley T. Huskey Student Life Data Coordinator
 Charles W. Ironmonger, Jr. Fire Safety, Cable Television, and Telecommunications Technician
 Krista F. Jacobs Senior Secretary, Athletic Department
 Cynthia C. Jones, B.S. Student Accounts Manager, Business Office
 Norma S. Kernodle Administrative Secretary, President's Office, and Assistant to the
 Director of College Events
 Barbara P. Kiewiet de Jonge, B.S.N. R.N.-B.C. Primary College Health Nurse
 Noel Malave Campus Security and Police Officer
 J. Amanda Massie, B.A. Cashier, Business Office
 Debbie W. Maxey Operations Manager, Admissions Office
 Karen P. Montgomery, A.A.S. Executive Secretary to the President
 Linda M. Napier Gift Accounting Assistant, Institutional Advancement
 Rachel A. Napier, A.A.S. Secretary, Registrar's Office
 Whitney C. Napier, B.S. Benefits Manager, Human Resources Office

Richard Neller, B.S.	Assistant Manager of Client Services, Computing Center
Lisa H. Newcomb	Data Management Coordinator, Institutional Advancement
Tanya M. Overton	Secretary, Alumni Relations, Institutional Advancement
C. Edward Palmertree, Jr., A.A.S.	Telecommunications System Technician
O. Bret Peaden, B.A.	Library Assistant for Public Services
Rosa C. Peaks	Assistant Supervisor of Housekeeping, Physical Plant
Brandy R. Puckett, B.S.	Administrative Secretary, Business Office
Jennifer A. Radun	Gift Accounting Coordinator, Institutional Advancement
Geraldine A. Randall, B.A., M.A.	Circulation, Reserve, and Interlibrary Loan Assistant, the Bortz Library
Brenda M. Reamer	Helpdesk Coordinator and Office Assistant, Computing Center
Elizabeth M. Robertson	Data Coordinator, Admissions Office
Irvin M. Robertson	Laboratory Technician, Physics and Astronomy Department
Karen I. Rostan, A.A.S.	Operations Assistant and Merchandise Buyer, Bookstore
Florence P. Seamster	Senior Secretary and Binding Assistant, the Bortz Library
John C. Shelton	Assistant Fire Safety Technician
Bobby L. Simmons	Campus Security and Police Officer
C. Beckie Smith, A.A.S.	Academic Secretary, Gilmer Hall
S. Nicole Sozos	Postal Operations Assistant
J. Baxter Stegall, B.S.	Campus Security and Police Officer
Katherine Stratton, B.A.	Academic Secretary, Bagby Hall and Global Education and Study Abroad
Vincent B. Tate	Campus Security and Police Officer
Michael T. Timma, B.A.	Library Associate in Institutional Technology and Media
Sarah W. Tolley, B.S.	Office Manager, Physical Plant
Thomas J. Travis	Campus Security and Police Officer
Kevin A. Tuck, B.S., M.A.	Production Manager, Publications
Nancy S. Van Der Veer	Postal Operations Assistant
Ferenc Varga	Library Assistant for Public Services
Barbara M. Watkins, B.S.	Library Assistant in Cataloging
Gerri C. Williams	Secretary, Associate Dean for Academic Support and Director of Counseling Services
Sandra F. Yeatts, B.M.E., M.S.	Administrative Secretary and Campaign Assistant, Institutional Advancement

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ACADEMIC CALENDAR 2010-2011

*First Semester***August 2010**

- 21 Saturday—Freshmen and transfers report
- 24 Tuesday—All other students report
- 25 Wednesday—Classes begin

September

- 1 Wednesday—Last day of Add Period

October

- 6 Wednesday—Deficiency reports due in Registrar's Office
- 8 Friday—Fall break begins after classes*
- 13 Wednesday—Classes resume
- 15 Friday—Last day of Drop Period
- 26 Tuesday—Rhetoric Proficiency Examination
- 28 Thursday—Beginning of registration for the spring semester

November

- 12 Friday—Close of registration for spring courses
- 23 Tuesday—Thanksgiving break begins after classes
- 29 Monday—Classes resume

December

- 2 Thursday—Final Rhetoric 100, 101, 102 essay examinations
- 7 Tuesday—Last day of classes
- 8 Wednesday—Study day
- 8 Wednesday—Final Rhetoric 100, 101, 102 editing examinations
- 9 Thursday—Study day
- 10 Friday—First day of final examinations
- 12 Sunday—Study day
- 15 Wednesday—Last day of final examinations

*Second Semester***January 2011**

- 9 Sunday—New and transfer students report
- 11 Tuesday—All other students report
- 12 Wednesday—Classes begin
- 19 Wednesday—Last day of Add Period

February

- 23 Wednesday—Deficiency reports due in Registrar's Office

March

- 4 Friday—Last day of Drop Period
- 4 Friday—Spring break begins after classes
- 14 Monday—Classes resume
- 15 Tuesday—Rhetoric Proficiency Exam
- 17 Thursday—Beginning of registration for the fall semester
- 29 Tuesday—Close of registration for fall courses

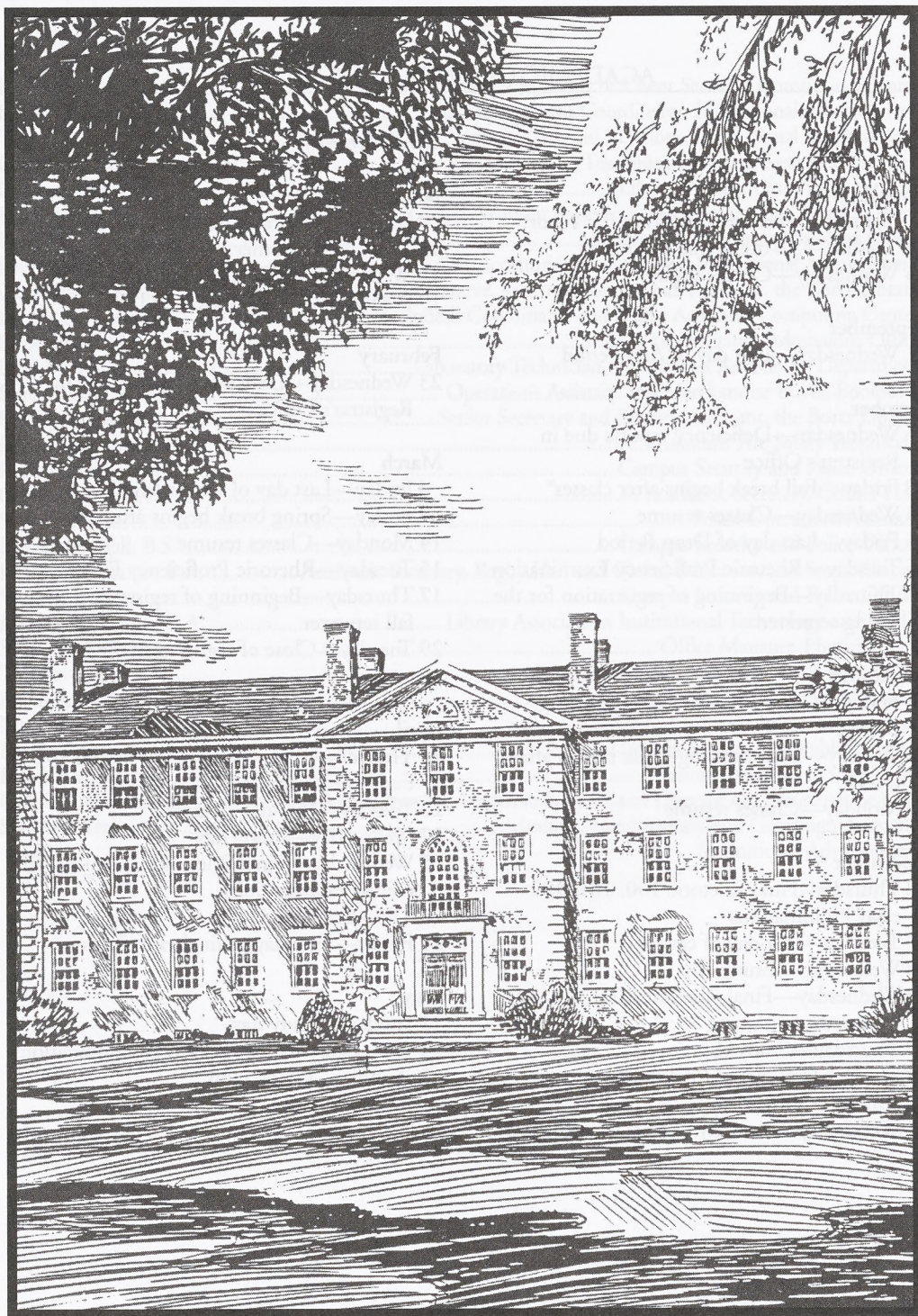
April

- 21 Thursday—Final Rhetoric 100, 101, 102 essay examinations
- 26 Tuesday—Last day of classes
- 27 Wednesday—Study day
- 27 Wednesday—Final Rhetoric 100, 101, 102 editing examinations
- 28 Thursday—Study day
- 29 Friday—First day of final examinations

May

- 1 Sunday—Study day
- 4 Wednesday—Last day of final examinations
- 8 Sunday—Graduation

* For students who wish to remain on campus October 9 through 12, residence halls will remain open and meals will be provided.



MORTON HALL (1936)

Academic Program

In keeping with its original purpose, Hampden-Sydney seeks "to form good men and good citizens in an atmosphere of sound learning." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the undergraduate experience. The College encourages each student to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, and ethics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. Thus Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning and encourages independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney strives to make men truly free.

THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a trustworthy and honest manner; it assumes further that every student is concerned with the strict

observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The Honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Honor Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable suspension or dismissal. The Honor System pledge, which students write on their tests and other college work, is "On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."

Infractions of the Honor Code are cheating; plagiarism; lying; stealing; forgery; intentionally passing a bad check; knowingly furnishing false information to the College; failing to report Honor Code violations; altering or using College or other documents or instruments of identification with intent to defraud or deceive; taking a book or other library materials out of the library without checking it, or them, out at the desk; removing any section of library materials, such as tearing or cutting out a page, or parts of a page; and unauthorized access to or use of College computer files, including attempts to gain unauthorized access or use. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

Students convicted of an infraction of the Honor Code that involves a course will receive the grade of F in that course.

The aim of the Honor System is to instill and emphasize the highest standards of character and conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places at all times.

Further details about the Honor System and the Code are published in *The Key: Hampden-Sydney College Student Handbook*.

ACADEMIC REQUIREMENTS

The course of study at Hampden-Sydney College offers to students opportunities for both breadth and depth in learning and encourages independent study. The requirements for a bachelor's degree fall into two areas: Core Requirements and Major Requirements. In addition, there is the opportunity to take elective courses that are not required but may enhance the education of the student. In order to graduate, students must earn 120 semester hours of credit with a cumulative grade-point average of at least 2.0 and be in residence at the College at least two academic years, including the last year preceding graduation. (See below.)

Every student who completes the requirements in ten or fewer semesters will receive a Bachelor of Arts or, for a student majoring in the natural sciences who requests it, a Bachelor of Science degree. It is solely the responsibility of the student to make sure that he meets all of the stated requirements for his degree.

Exceptions to these requirements may be considered by the Executive Committee of the Faculty under extraordinary circumstances if sufficient justification is offered. Petitions for such exceptions should be directed to the Executive Committee through the Office of the Dean of the Faculty.

THE ADVISING SYSTEM

Faculty advisors supervise students' fulfillment of core and major requirements, provide help in understanding academic policies and grades, recommend and approve course selections appropriate to the students' background and educational interests, and, in general, oversee their academic program. Students consult their advisors before registering for classes each semester, and they should seek consultation whenever an academic or personal problem warrants counsel. Advisors may give guidance in the choice of graduate study or vocational opportunities.

The Registrar assigns a faculty advisor to each entering student well before the student arrives on campus in order to aid him in setting his first-semester schedule of courses and to advise him during his first three semesters. Freshmen normally take a Rhetoric course, Western Culture 101, and a course in a foreign language. The rest of the schedule may include a science and/or a mathematics course and courses in other areas that satisfy core requirements, and in areas in which students may consider majoring. Students should complete many of the core requirements during

their first two years so that in the last two years they can concentrate on their majors and electives.

Entering students also take an advising seminar conducted by their advisors with the assistance of student peer advisors. The purpose of the seminar is to introduce the student to the free exchange of ideas that characterizes life at a liberal-arts college. The student meets regularly with his advisor and peer advisor in the seminar, at other times as the student's academic or personal situation demands, and occasionally for social events. In other semesters the advisor and student continue to meet, though not in a regularly scheduled seminar. Each semester, the student must meet with his advisor prior to registering for courses.

In the second semester of the sophomore year, each student selects a major, and the Registrar assigns an advisor in the department of that major to him for subsequent advising and planning a coherent program for the junior and senior years of study.

CORE REQUIREMENTS

Students may use any appropriate courses, unless otherwise stated, to satisfy both core and major requirements. A course that is used to satisfy one core requirement cannot also be used to satisfy another core requirement.

Only courses worth at least three semester hours of credit may be used to satisfy the following core requirements:

I. Language and Literature

A. Rhetoric

1. Rhetoric 101 and 102 (unless exempted), and
2. Pass either the Rhetoric Proficiency Exam or Rhetoric 200.

B. Foreign Language: the 201-202 sequence of a classical or a modern language, or any 300-level course in a classical or a modern language. International students who are non-native speakers of English may have the foreign-language requirement waived upon presentation of evidence to the Executive Committee of the Faculty that their prior instruction has been primarily in a language other than English.

C. Literature: one course from among Classical Studies 203, 204; English literature courses; classical and modern language literature courses at the 300-level and above.

II. Natural Sciences and Mathematics

- A. Natural Sciences: two courses, chosen from different departments, including at

least one (with corequisite laboratory) from among Biology 110, Chemistry 110, Astronomy 110, or Physics 131.

The Department of Physics and Astronomy is one department; therefore, the Natural Sciences requirement cannot be met by taking a combination of a Physics course and an Astronomy course.

- B. Mathematics: one course from among Mathematics 111, 121, 130, 140, 141, 142, 231, 242.

- C. One additional Natural Sciences, Mathematics, or Computer Science course.

III. Social Sciences

One course outside the department of the major from among Economics 101; Government and Foreign Affairs 101, 140; any History 100- or 200-level course; Psychology 101, 102; Sociology 201.

IV. Western Culture

- A. Western Culture 101, 102, and 103.

- B. American Studies: two courses, chosen from different departments, from among United States history courses at the 100- or 200-level, or History 313, 317, 319, 320, 321; English 204, 221, 222, 224, 225, 230; Fine Arts 219, 232, 233; Government and Foreign Affairs 101, 102, 201; Religion 231, 232, 334, 336.

V. International Studies

An approved study-abroad experience (either during the academic year, in May Term, or in summer school), or one course from among History 205, 206, 207, 208, 209, 210, 322, 325, 326; Economics 210; English 228; Fine Arts 210; Government and Foreign Affairs 224, 225, 226, 227, 228, 322; Religion 103, 202, 203, 204.

VI. Religious and Philosophical Studies

One religion course at the 100- or 200-level (except Religion 151, 152, or 251); or Philosophy 102, 201, 210, 217, 218.

VII. Fine Arts

One 3 credit hour course in the Department of Fine Arts.

RHETORIC REQUIREMENT

To ensure that all graduates of the College are able to write and speak clearly, cogently, and grammatically, the faculty in 1978 established the Rhetoric Program. In order to be graduated from the College, a student must satisfy all components of the Rhetoric proficiency requirement. The requirement comprises two components:

- (1) Successful completion of Rhetoric 101

and 102, and in addition, for students who need intensive training in basic writing and reading skills, Rhetoric 100. (See under Rhetoric in Course Offerings.)

If a student performs exceptionally well in Rhetoric 100, he may be exempted from Rhetoric 101 with the consent of the Director of the Program. Entering students who write particularly well or who have scored four or five on the English Language and Composition examination of the College Board, or six or seven on the appropriate International Baccalaureate Examination (see p. 122) may be exempted from Rhetoric 101. Exemption from 102 is granted only to transfer students who have earned six hours of credit in writing courses in another college and who pass the Rhetoric Proficiency Examination upon entering Hampden-Sydney College.

(2) Rhetoric Proficiency Examination: Each student must write the proficiency examination in Rhetoric at the end of his sophomore year. The examination is a three-hour timed essay; the completed essays are evaluated by readers drawn from the faculty at large. Those students whose essays are judged unsatisfactory may retake the examination each semester until they reach the equivalent of their seventh semester at the College (or the first semester of their senior year). At that point, students are enrolled in Rhetoric 200: Proficiency Tutorial. (See under Rhetoric in Course Offerings.)

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

MAJOR REQUIREMENT

The major affords students the opportunity to study a particular subject in depth. It comprises a minimum of 30 credits of work in the discipline and directly supporting coursework; some majors comprise more than 30 credits, as indicated in the departmental sections. The major is intended to complement the broad education provided by core requirements and electives. Students must successfully complete a major in one of Hampden-Sydney's academic departments in order to be graduated from the College. A student selects his major and notifies the Registrar of his choice, ordinarily during the student's fourth semester at the College. He may select multiple majors, normally from different departments. If he does so, he must inform the Registrar which of these majors

is his major of record. Only the major of record will be used to determine whether the student has satisfied the requirements of the Core Curriculum. If his interests change, a student may change his major(s) while he is an upperclassman, and he must inform the Registrar of the change.

The College offers majors in the following disciplines or groups of disciplines:

Applied Computational	French
Physics	German
Applied Mathematics	Government
Biology	Greek
Chemistry	Greek and Latin
Chemistry, Biochemistry	History
Classical Studies	Humanities
Computer Science	Latin
Economics	Mathematical
Economics and	Economics
Commerce	Mathematics
English	Philosophy
Fine Arts	Physics
Fine Arts with a	Psychology
concentration in	Religion
Music, Theatre, or	Religion and
Visual Arts	Philosophy
Foreign Affairs	Spanish

The requirements for each of these majors may be found in the section on Course Offerings.

MINORS

Minors offer an additional opportunity for concentrated study in a discipline outside of the major (a student may not complete a minor in the same discipline as the major).

The College offers minors in the following disciplines or areas of study:

Asian Studies	International Studies
Astronomy	Latin
Biology	Military Leadership
Chemistry	and National Security
Classical Studies	Public Service
Creative Writing	Religion
Environmental Studies	Rhetoric
French	Spanish
German	Theatre
Greek	Visual Arts
History	

The requirements for each of these minors may be found in the section on Course Offerings or other appropriate locations of the Catalogue.

CREDIT HOURS REQUIREMENT

Students meet the credit hours requirement by the successful completion of enough course work to total 120 semester hours of credit. A semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for a laboratory which meets two and one-half hours per week for the semester.

RESIDENCE REQUIREMENT

In order to graduate, students must be in residence at the College a minimum of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

Note: The residence requirement regulation may be modified in individual cases by action of the Executive Committee of the Faculty.

QUALITY REQUIREMENT

In order to graduate from the College, a student must have a grade-point average of 2.0 or better on work taken at Hampden-Sydney or in cooperative programs. The grade-point average is calculated by dividing the total quality units earned in Hampden-Sydney and cooperative programs by the total hours attempted therein. (See the explanation of quality points on p. 41.)

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or at another accredited institution may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth-year program must also be approved for overall coherence and quality by the Dean of the Faculty and the chair of the second major department.

SPECIAL PROGRAMS

FRESHMAN SEMINARS

Freshman seminars are designed to stimulate students' interest in the liberal arts from the outset of their college careers; to encourage students to begin asking important questions and seeking answers to them; and to provide students with the opportunity for interaction with faculty and other students in a small seminar environment. Seminar enrollment is limited to 12-14 students per class and is open only to freshmen. No special skills or knowledge in any specific academic area is necessary for successful performance in the class, and the work level will be consonant with expectations in other freshman-level courses. However, all seminars require active participation of students, and include a significant amount of both writing and oral presentation. Topics vary from semester to semester, and will be determined by individual instructors. The freshman seminar courses do not satisfy any specific core requirements, and are counted as general elective credit toward graduation.

THE HONORS PROGRAM

The Honors Program is designed for the student who has given evidence of a high degree of intellectual curiosity, independence of thought, excitement about learning, and appreciation of knowledge—for the student who brings out the best in his fellow students and his teachers alike. Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and their classmates. With its small classes and excellent faculty, Hampden-Sydney provides a first-rate learning environment for such active, engaged students. Participation in Honors work is limited to recipients of honors scholarships and to other demonstrably superior students who apply for membership in the program. Entrance into any phase of the program is subject to the approval of the Honors Council. Interested students should contact the Director of the Honors Program, Professor J. Vitale.

The program includes the following components, each an independent entity:

Honors 101-102, 261-262, 361-362, 461-462. (See under Honors in Course Offerings.)

Student Summer Research Program: Research grants awarded to rising sophomores, juniors, or seniors who show exceptional promise as independent researchers. Application is made to the Honors Council.

Departmental Honors: Departmental Honors promotes independence, self-reliant study, and

appreciation of the relationship between the particular concerns of an academic discipline and the broader spectrum of the liberal arts. Qualified juniors and seniors may apply to pursue Departmental Honors within the department of their major. If a student is pursuing a double major, he may devise a Cross-Disciplinary Honors project that draws on his work in both disciplines. Ordinarily, a student who wishes to pursue Departmental Honors or Cross-Disciplinary Honors must possess an overall academic average of at least 3.0 with an average of at least 3.3 in the department(s) of his major(s).

Departmental Honors work includes from six to twelve credit hours in specially designed courses and independent study. Credit is given for laboratory work. Like students pursuing Honors within a single department, students undertaking a Cross-Disciplinary Honors project may receive credit for specially designed courses and independent study, which may be located in a single department or officially registered under the rubric of Interdisciplinary Studies. Credit hours will reflect the extent of the interdisciplinary work undertaken. (Note: A three-hour independent study housed in one of a student's majors will not also count as a three-hour course in the other major. If a student pursuing Cross-Disciplinary Honors wishes to earn six hours of course credit, he must devise an independent study that is worthy of six hours' credit.) Specific requirements and eligibility are established by individual departments, in conjunction with the Honors Council.

Interested students should consult the Chair(s) of the appropriate department(s) or the Director of the Honors Program, Professor J. Vitale.

Honors 499-500, Senior Fellowship (See under Honors in Course Offerings.): The Senior Fellowship is intended to be a cross-disciplinary course of study not easily housed within a single major and not easily accomplished through a sequence of regular courses in several majors. The Senior Fellowship emphasizes breadth as well as depth of study and thus is different from departmental honors projects housed within a major.

In the spring of their junior year a group of men is selected to be Senior Fellows for the following year. These men must demonstrate the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development

and completion of their personal projects. That freedom can include the waiving of conventional upper-division requirements in the Fellow's major or majors, though applicants for the Senior Fellowship must complete all core requirements in the curriculum. The strongest applicants for the Senior Fellowship will have completed most, if not all, such requirements by the end of the junior year. Each Senior Fellow will work closely with an advisor in executing his program of study. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

The Council provides general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application or on nomination by any member of the faculty. Each candidate must file his application with the Director of the Honors Program, Professor J. Vitale, during the first few weeks of the second semester. Senior Fellows pay full tuition.

WILSON CENTER FOR LEADERSHIP IN THE PUBLIC INTEREST

Inaugurated in 1997, the Wilson Center for Leadership in the Public Interest oversees campus-wide efforts to prepare students, alumni, and the people of Southside Virginia to be informed citizens and effective leaders.

The James Madison Program in Public Service

One of the programs of the Wilson Center is the James Madison Public Service Certificate Program for students interested in careers in government. Those who successfully complete the Minor receive the Public Service Certificate and have their participation noted on their transcripts. Full-time students who wish to participate in this program must apply for admission in their sophomore year. If admitted, they are required to complete Interdisciplinary Studies 375 by the end of their junior year. Beginning in the fall of their junior year, students are urged to enroll in special one-hour "lab" classes (INDS 377-380) that are offered each semester. The other courses required for the Minor are Interdisciplinary Studies 395 (Public Service Internship Research Project), and at least three of the following (but no more than two from any one department): (1) Economics 208; (2) Economics 231; (3) Economics 402 or Government

and Foreign Affairs 231; (4) Interdisciplinary Studies 440, 465; (5) Philosophy 314 or Religion 225; (6) Government and Foreign Affairs 230 or 333; (7) Government and Foreign Affairs 332; (8) Psychology 306; (9) Psychology 310; and (10) Rhetoric 210. In extraordinary circumstances, a student whose project can better be accomplished through pure research can petition the Public Service Program Committee to pursue research in the place of Interdisciplinary Studies 395.

Students enrolled in the certificate program are expected to engage in community service activities either as participants in the "Good Men, Good Citizens" program or through association with organizations such as Habitat For Humanity. Finally, completion of the certificate requires satisfaction of the requirements of the Society of '91 leadership program that falls under the Dean of Students' Office or participation in the annual leadership workshops offered by the Wilson Center for Leadership in the Public Interest.

Second-semester sophomores who wish to be considered for participation in the certificate program should have a GPA of at least 2.7 and must submit an application, including an essay, to the Director of the Public Service Program, Professor David E. Marion of the Department of Government and Foreign Affairs, by the Friday following Spring Break. For additional information, students should contact Professor Marion.

Military Leadership and National Security Studies Track

The Military Leadership and National Security Studies track in the public service program is designed for students who are interested in the historical, political, cultural, ethical, and legal dimensions of national security policy as well as the place and role of the military in American society. Participation in this program should enrich the training received by students enrolled in the ROTC program or who hold positions with National Guard or Reserve units; however, students need not be in the ROTC program to participate in the certificate program, and participation in the ROTC program will not guarantee admission to the certificate program. Those who successfully complete the Minor receive the Public Service Certificate and have their participation noted on their transcripts.

Students enrolled in the program must complete one required course during each of their final three years at Hampden-Sydney College: Interdisciplinary Studies 275 (sophomore year), History 377 (junior year), and Interdisciplinary Studies 440 (senior year).

Students also must complete at least two courses from separate departments outside the major, selected from Government and Foreign Affairs 242, 342, or History 313; Government and Foreign Affairs 442; Interdisciplinary Studies 465; Rhetoric 210; Religion 225 or Philosophy 314; Religion 103; Psychology 310; English 207; and Government and Foreign Affairs 230 or Interdisciplinary Studies 375. In addition, candidates for the certificate will be expected to satisfy at least one of the following requirements: hold a student leadership position, participate in the Society of '91 Program, and/or complete an approved summer military training program.

Students who wish to be considered for participation in the Military Leadership and National Security Studies Track must have a cumulative GPA of at least 2.7 and must submit an application to Professor Simms of the Department of History by November 1 of their sophomore year.

INTERNATIONAL STUDIES

In addition to the College's own academic study-abroad programs, Hampden-Sydney students are eligible to participate and earn academic credits in approved foreign-study programs sponsored by other colleges or educational organizations. These programs offer a variety of opportunities for study in Europe, Central and South America, South and East Asia, and the Middle East.

Students in full-year or semester programs should have earned a minimum of 45 hours with a grade-point average of 2.5 at the time of undertaking foreign study. Ordinarily, full-year or semester programs of foreign study are approved from the second semester of the sophomore year through the junior year. Seniors wishing to study abroad during the academic year must first seek a waiver. International students must contact the Director of Global Education and Study Abroad to determine eligibility for study abroad.

Students may participate in summer programs of foreign study at any point in their academic careers as long as they are in good standing at the College and meet the requirements of the program to which they are applying.

Grades in courses taken by modern languages majors in fulfillment of their major requirement for foreign study are computed as part of their grade-point average. Grades in courses taught in a foreign country by Hampden-Sydney professors and courses offered in a program in which Hampden-Sydney College has policy-making and administrative oversight (e.g., the Virginia Program at Oxford) are also computed in the grade-point

average. Hampden-Sydney students are able to transfer credit hours for all passing work with a grade of C or better completed in programs endorsed by the International Studies Committee. All other foreign-study courses are considered for transfer credit on an *ad hoc* basis. Any student who studies abroad is responsible for providing the Registrar's Office with transcripts of the work promptly on completion of the foreign study.

Students should make foreign-study plans in consultation with their academic advisor and the Director of Global Education and Study Abroad, Ms. Cooper. Students should contact the Office of Financial Aid to consider the impact of foreign study on their financial aid. Some financial aid may be available to eligible Hampden-Sydney students wishing to study abroad. Information about foreign-study programs is available from the Office of Global Education and Study Abroad.

To encourage and facilitate foreign study, the International Studies Committee of the Faculty approves foreign-study programs in three categories:

I. Endorsed programs: This is a select list of semester and academic-year programs chosen for their compatibility with the College's goals and curriculum, students' living and classroom status at the host institution, and the location of the programs. Students are expected to take at least one course in the language (where the dominant language is not English) and the culture of the host country. These programs are the principal foreign-study programs recommended to Hampden-Sydney students. Courses in these programs must be approved in advance by the chairs of the academic departments involved. The current listing of endorsed programs is available from the Office of Global Education and Study Abroad.

The addition of a foreign-study program to the College's list of endorsed programs requires an in-depth review by the International Studies Committee of the Faculty and subsequent approval by the Dean of the Faculty, followed by the completion of an articulation agreement with the host institution for the program. In order to allow sufficient time for this process, requests for such additions must be submitted to the International Studies Committee of the Faculty at least one full semester in advance of the desired date of participation in such a program.

II. Programs for Modern Language Majors: The Department of Modern Languages endorses certain programs for the purpose of satisfying the foreign-study requirement by its majors.

These programs are endorsed for modern language majors and are not necessarily suitable for other students. Students should consult the chair of the Department of Modern Languages about these programs.

- III. Supplementary Programs:** Interested students arrange individually for approval of participation in programs not specifically endorsed by the College. The burden of demonstrating that a specific program fits the College's goals and is important to the student's educational program lies with the student. Students should contact the Director of Global Education and Study Abroad for information about the process for applying to any program which is not on the current list of endorsed programs. Students must establish course equivalence with departments on an individual basis. College-administered financial aid is not available for these programs.

MAY TERM ABROAD

Each year Hampden-Sydney faculty develop May Term Abroad programs in special topics within their disciplines. These programs generally run from mid-May to mid-June and normally carry 3 to 6 hours of credit (depending on the structure of the program and the content of the courses associated with the program). Costs for these programs typically include Hampden-Sydney tuition, airfare, accommodations, some meals, ground transportation, entrance fees and tours pertinent to course content, and insurance. Past programs have included European Union Studies in France, Economics/Government and Foreign Affairs/Culture studies in Eastern Europe, Tropical Biology in Mexico, Theatre in Scotland, Language Immersion in Spain, and Area Studies in Egypt. May Term Abroad options are announced each fall, applications are accepted in December and January, and non-refundable deposit fees are due on February 1. Students in good standing at Hampden-Sydney or other colleges are eligible to participate.

VIRGINIA PROGRAM AT OXFORD

Among the endorsed programs is the Virginia Program at Oxford, a six-week summer program at St. Anne's College, Oxford University. Students earn six hours of course credit studying Tudor-Stuart History and Literature the Oxford way, in small tutorials with British faculty supplemented by lectures from many of the best historians and literary scholars in England. Students from Mary Baldwin, Roanoke, and Sweet Briar Colleges, Virginia Military Institute, and Washington and

Lee University also participate in the program. For more information, contact Professor Kagan of the Department of Fine Arts.

MINOR IN ASIAN STUDIES

The Asian Studies minor consists of the following requirements: A minimum of eighteen hours to be chosen from at least three of the Departments of Modern Languages, History, Fine Arts, Government and Foreign Affairs, and Religion. The most typical configuration is six hours of language and twelve hours selected from at least two other disciplines, but it is also possible to do eighteen hours of coursework selected from at least three different disciplines, with a restriction of nine hours maximum in a single discipline counting towards the minor. Students electing to pursue this minor develop their course of study in consultation with their major advisor and the Asian Studies advisor, Professor Eric Dinmore.

One course is to be a three hour 495 independent study taken in one of the above disciplines. This course serves as a "capstone" experience and its product is a twenty page research paper or its equivalent. The capstone paper is evaluated by the director of the independent study and the Asian Studies advisor.

An immersion experience, approved by the Asian Studies advisor, in language study and/or cultural study is strongly recommended.

Current courses that count towards the Asian Studies minor:

- Chinese 101-102: Introduction to Chinese (currently listed under Chinese 185)
- Chinese 201-202: Intermediate Chinese (currently listed under Chinese 285)
- Fine Arts 210: Asian Theatre
- GVFA 225: Government and Politics of the Middle East
- GVFA 226: Government and Politics of Asia
- History 205-206: East Asia
- History 207-208: Middle East Survey
- History 325: East Asia in the Age of Imperialism
- History 326: East Asia in Revolution
- Religion 103: Introduction to World Religions
- Religion 202: Religions of South Asia
- Religion 203: Religions of East Asia
- Religion 204: Islam
- Religion 405: Seminar in World Religions

Courses not on this list may count towards the minor, subject to the approval of the Asian Studies advisor.

Core curriculum courses may be used to satisfy the requirements for this minor.

MINOR IN ENVIRONMENTAL STUDIES

Students with a particular interest in environmental studies may elect to follow, in addition to the regular academic major, a coherent pattern of courses oriented to the environment. Students are introduced to both the scientific and the humanistic dimensions of environmental issues. The requirements for the minor are (a) Biology 108 and 203, and Economics 212; (b) one course chosen from Physics 108 and Chemistry 105, 106, or 110 and 151; (c) two courses, from two different departments, chosen from English 204, Interdisciplinary Studies 440, Government and Foreign Affairs 231, Religion 103, 225, or 329, and Sociology 201; and (d) Interdisciplinary Studies 372. There are also extracurricular programs and internships. Students interested in the minor should consult the coordinator, Professor Townsend.

MINOR IN INTERNATIONAL STUDIES

Students with a particular interest in international studies may elect to follow, in addition to the regular academic major, a coherent pattern of internationally oriented courses and related requirements leading to a Certificate in International Studies. Requirements include:

- (1) a minimum of ten courses from a broad list drawn from the humanities and the social and natural sciences, selected from a minimum of four departments, with no more than three of the ten from any single department;
- (2) a "capstone" course consisting of an independent study project and a one-credit-hour interdisciplinary seminar for all students involved in capstone projects, wherein participants give frequent reports on their research; and
- (3) a summer, semester, or year of foreign study.

Students should normally declare their intention to undertake this program by formal application at the end of the sophomore year. Interested students should consult the chair of the International Studies Committee of the Faculty.

INTERNSHIPS

Students may receive academic credit for internships related to their academic fields of study. Such internships combine work done normally in the summer with on-going course work and the production of a substantial research paper on a related issue. See under Course Offerings: Internship.

MAY TERM

Hampden-Sydney conducts a five-week May Term starting one to two weeks after Commencement.

One of its purposes is to provide students with an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. (See also May Term Abroad, above.) These special summer courses carry regular academic credit. In addition, certain courses offered during the regular session are also offered during the May Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses. The maximum load that a student may carry during the May Term is two courses (with any corequisite laboratories). Fees are charged by the course-hour. Students may live in Hampden-Sydney dormitories, and all College facilities are available for their use.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the May Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the May Term in no way assures admission to a degree program at Hampden-Sydney College.

Credits earned during the May Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students on academic probation at the end of the spring semester, grades and quality units for May Term courses have no effect on the probation until the completion of the subsequent semester. Acceptance of May Term credits by other institutions depends on the policy of those institutions.

The application deadline for on-campus May Term courses is May 1. Applications for May Term Abroad courses are accepted in December and January, and non-refundable deposit fees are due on February 1. Other information, including the schedule of courses, is available early in the spring semester from the Associate Dean of the Faculty.

COOPERATIVE PROGRAMS

EASTERN VIRGINIA MEDICAL SCHOOL JOINT PROGRAM (BS/MD)

Through an agreement with Eastern Virginia Medical School (EVMS), outstanding premedical students may gain assurance early in their college careers of admission into medical school. Each year the EVMS Admissions Committee, in consultation with Hampden-Sydney's Health Sciences Committee, selects a small number of rising sophomores for a program that assures participants admission to EVMS upon satisfactory completion of their undergraduate studies at Hampden-Sydney. The program also encourages selected students to

choose from among the wide variety of courses in the liberal arts and sciences offered at Hampden-Sydney and relieves them of the stress associated with application to medical school. Although these students are assured of admission, they are not obligated to attend EVMS upon graduation from Hampden-Sydney. For more information concerning this program, interested students should contact the chair of the Health Sciences Committee early in their freshman year.

THE GEORGE WASHINGTON UNIVERSITY SCHOOL OF MEDICINE EARLY SELECTION PROGRAM

Through an agreement with The George Washington University School of Medicine and Health Sciences, two outstanding premedical students may be selected at the end of their sophomore year to enter the medical school at The George Washington University once they have completed the requirements for graduation from Hampden-Sydney College. The early selection process allows these highly qualified premedical students greater flexibility in course selection as they complete the baccalaureate degree. For more information concerning this program, interested students should contact the chair of the Health Sciences Committee early in their freshman year.

DUAL-DEGREE PROGRAM IN ENGINEERING

Hampden-Sydney College offers students interested in a career in engineering the opportunity to earn a Bachelor of Science degree from the College and a master's degree from the School of Engineering and Applied Science at the University of Virginia in approximately five years.

A dual-degree candidate enrolls as a science or mathematics major at the College for his first three years. Upon completion of the College's core and major requirements with a B+ or higher average in his mathematics and science courses as well as overall, he applies for admission to the University of Virginia's School of Engineering and Applied Science as a special non-degree undergraduate student. Provided that the student earns grades of C or higher in the appropriate courses at the University of Virginia, transfer credit is awarded to complete the bachelor's degree at the College. The student then is eligible to apply to a graduate program in the School of Engineering and Applied Science.

The graduate portion of the program normally requires 12 months of work to obtain a Master of Engineering degree or one and one-half years to obtain a Master of Science degree, which

requires the writing of a thesis. In some instances, the master's degree may be bypassed if a student proceeds to the doctorate.

Interested students should contact Professor McDermott of the Department of Physics and Astronomy for further information.

WASHINGTON SEMESTER AND WORLD CAPITALS PROGRAMS

Hampden-Sydney College is one of approximately 100 colleges and universities whose students are eligible to participate in the Washington Semester and World Capitals Programs of American University in Washington, D.C.

The **Washington Semester Program** is designed to afford qualified students an opportunity to study American government in action through courses in the School of Government and Public Affairs of American University and through direct discussion with major public officials, political figures, lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with American University includes programs in Urban Affairs, Foreign Policy, Criminal Justice, Economic Policy, American Studies, and Science and Technology.

The **World Capitals Program** offers semester-long academic work in such cities as Beijing, Brussels, Buenos Aires, London, and Vienna.

Each program has three components:

The **Seminar** (8 credit hours) consists of both required readings and discussions among students, faculty, and invited speakers.

The **Internship** (4 credit hours) provides each student with an opportunity to gain first-hand experience as a member of the staff of an organization directly involved in the area of study.

The **Research Project** (4 credit hours) gives students latitude for independent research in subjects and issues of personal interest.

Applicants must be seniors, juniors, or second-semester sophomores at the time of their participation in the Program. They must possess a cumulative grade-point average of 2.5 or above. Successful applicants pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Application procedures are announced twice a year. Interested students should contact Professor David E. Marion of the Department of Government and Foreign Affairs for further information.

MARINE SCIENCE EDUCATIONAL CONSORTIUM

Students who are preparing for careers in the marine sciences, or who have a strong interest in oceanography, may apply to train at a marine facility through the Marine Science Educational Consortium (MSEC) of the Marine Laboratory of Duke University. Through MSEC the students have priority access to formal courses and supervised research in the marine sciences.

Enrollment in the academic term-in-residence program is limited; admission is made on the basis of the student's ability to complete the course of study. All students will be eligible for Duke University course credit. For further information, including the Marine Laboratory Bulletin with its complete description of facilities, faculty, and opportunities, see Professor Werth of the Department of Biology.

EXCHANGE

Hampden-Sydney College participates with Hollins University, Randolph-Macon College, Randolph College, Sweet Briar College, Mary Baldwin College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This program, designed primarily for juniors, enables students of the College to study for a semester or academic year at one of the other schools. The program is intended to broaden the educational opportunities of students and to provide a different campus environment. The eligibility of students to participate in EXCHANGE is determined by the home institution. Interested students should apply to the Registrar.

LONGWOOD UNIVERSITY COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood University, a state institution in nearby Farmville, under which full-time students at either institution may enroll in certain courses at the other institution without added expense for course tuition, though students may be responsible for incidental expenses such as laboratory, material, or parking fees. A list of approved Longwood University courses is maintained by the Registrar. Application for a Longwood course is made through the Registrar at Hampden-Sydney, preferably during the Add period at the beginning of each semester. Students are admitted to courses on a space-available basis.

ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

As part of the Longwood University Cooperative Program, Hampden-Sydney students may enroll in the Army Reserve Officers Training Corps (ROTC) program. Application for the following Military Science and Leadership (MSCL) courses is made through the Registrar at Hampden-Sydney, just as for any other course at Longwood University. Students interested in the ROTC Program should contact the ROTC Officer in Charge at Longwood University: phone (434) 395-2136, e-mail rotc@longwood.edu; or the Hampden-Sydney College Career Development office. Such courses are recorded on the student's transcript. However, Military Science and Leadership courses do not count as hours toward graduation, nor are grades earned in them included in a student's grade-point average.

Longwood University offers the following ROTC courses:

MSCL 101. *Foundations of Officership.*

Introduces students to fundamental components of service as officers in the United States Army. These initial lessons form building blocks of progressive lessons in values, fitness, leadership, and officership. Additionally, addresses "life skills," including fitness, communications theory and practice (written and oral), and interpersonal relationships. Prerequisite: first- or second-year class standing.

MSCL 102. *Introduction to Leadership.*

Introduction to "life skills" of problem-solving, decision-making, and leadership designed to help students in the near-term as leaders on campus. Will also help students be more effective leaders and managers in the long-term, whether they serve in the military or as leaders in civilian life. This course is designed to introduce the student to fundamental officer skills such as map-reading, land navigation, tactics, and leadership values/actions. Using these basic skills, students will build a rudimentary understanding of the core competencies necessary to become an Army officer and leader. Prerequisite: first- or second-year class standing.

MSCL 201. *Innovative Team Leadership.*

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises, and participating in leadership labs. The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army

rank, structure, and duties, as well as broadening knowledge of land navigation and squad tactics. Case studies provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment. Prerequisites: MSCL 101-102.

MSCL 202. *Foundations of Tactical Leadership.* Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. The course provides a smooth transition into MSCL 301. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Prerequisite: MSCL 201.

MSCL 204. *Leader's Training Course.* Five-week summer course consisting of leadership training at Fort Knox, Kentucky. Completion of this course equates to completion of MSCL 101-202 and enables students to enroll in the advanced military leadership courses. The amount of academic credit awarded depends upon the amount of basic military science credit previously earned. Travel pay and salary provided through Department of Military Science and Leadership. Prerequisites: enrollment in the ROTC program, military service obligation, and permission of department chair.

MSCL 205. *Military History.* Analyzes the US Army from Colonial times to the present. It emphasizes the Revolutionary War, Civil War, and 20th-century wars. It focuses on the Army's leadership, doctrine, organization, and technology, while simultaneously investigating the intellectual and ethical aspects of the Army in American and world society.

MSCL 301. *Adaptive Team Leadership.* Cadets are challenged to study, practice, and evaluate adaptive team leadership skills as they are presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical-thinking skills. Cadets receive systematic and specific feedback on leadership abilities. Prerequisites: MSCL 202 and 204, or permission of department chair.

MSCL 302. *Leadership in Changing Environments.* Instruction and case studies that build upon leadership competencies and military skills

attained in MSCL 301 in preparation for future responsibilities as army officers. Specific instruction is given in individual leader development, planning and execution of small-unit operations, individual and team development, and the army as a career choice. Prerequisite: MSCL 301, or permission of department chair.

MSCL 390. *Independent Study.* In-depth exploration of a subject not included in other courses offered by the department, done independently under the supervision of a faculty member. Prerequisites: two semesters of Military Science and permission of department chair.

MSCL 401. *Developing Adaptive Leaders.* Develops student proficiency in planning, executing, and assessing complex operations; in functioning as a member of a staff; and in providing feedback to subordinates. Cadets are given situational opportunities to assess risks, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare them to make the transition to becoming Army officers. During the fourth year students lead cadets at lower levels. Both the classroom and battalion leadership experiences are designed to prepare cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use battalion operations situations to teach, train, and develop subordinates. Prerequisite: MSCL 302, or permission of department chair.

MSCL 402. *Leadership in a Complex World.* Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for Basic Officer Leaders Course (BOLC) II and III and their first unit of assignment. The course uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Prerequisite: MSCL 302, or permission of department chair.

Scholarships are available for participants in ROTC. (See p. 127.)

CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities, academic programs, and guidance at Hampden-Sydney. Students are encouraged to contact the Career Development office early in their academic careers for guidance and assistance while exploring and preparing for career opportunities.

GRADUATE STUDY

Students who plan to pursue graduate work maintain close liaison with members of the faculty in the area in which they plan to continue their education. To gain admission to graduate school, an applicant is expected to have done undergraduate work of high quality. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business. Whatever a student's major department may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Hampden-Sydney graduates have entered the fields of business from every major program of the College. Many prepare for business careers by electing a major in Economics, especially in Economics and Commerce. Some, from Economics and other disciplines, continue their education in Master of Business Administration (M.B.A.) graduate programs. Students interested in careers in business or study in an M.B.A. program should contact Professor Gibson of the Department of Economics.

THE CHRISTIAN MINISTRY

Hampden-Sydney provides an excellent foundation for those who wish to become Christian ministers. Theological seminaries do not specify particular courses as prerequisites for admission, but instead urge those who contemplate entering the Christian

ministry to take a broadly based selection of courses in the humanities and in the social and natural sciences. While not requiring Hebrew and Greek for admission, seminaries recommend that a prospective minister acquire in his undergraduate training a working knowledge of those languages.

ENGINEERING

Hampden-Sydney's programs in the natural sciences, mathematics, and computer science offer exceptional preparation for careers in engineering. The College fosters a successful dual-degree program with the University of Virginia. The College offers a solid core of subjects that provide a foundation for many engineering specialties. Hampden-Sydney's small classes and opportunities for close student-faculty contact strengthen that foundation.

Students interested in a career in engineering should see Professor McDermott of the Department of Physics and Astronomy early in their freshman year.

GOVERNMENT

The academic program of the College is ideal for preparing students for public service. Students from all majors have entered careers in government or other public arenas. One path to such a career is the Public Service Certificate Program, a part of the Wilson Center for Leadership in the Public Interest (above), which combines courses in ethics, economics, and government and foreign affairs, as well as an internship, in preparing students for significant roles in government.

LAW

Students planning a career in law are encouraged to follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education." A program of study in which students develop the habits of thoroughness, intellectual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. Those skills are employed throughout the liberal-arts curriculum in the study of ethics, history, rhetoric, literature, politics, mathematics, the sciences, and languages.

At Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society disseminates information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors

visiting lecturers, and arranges trips to visit courts in session. Students interested in a law career should get in touch with Professor Eastby of the Department of Government and Foreign Affairs.

MEDICINE AND DENTISTRY

A liberal education such as that offered by Hampden-Sydney is excellent preparation for those students who wish to pursue medical training and careers in the medical professions. According to recent editions of Medical School Admissions Requirements (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education—a strong foundation in the natural sciences (biology, chemistry, mathematics and physics), highly developed communication skills, and a solid background in the social sciences and humanities."

A majority of medical and dental applicants major in science, though the choice of major in itself has no influence on chances for acceptance by a medical school. Again according to MSAR, "The medical profession seeks individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests." Students with strong interests in two fields sometimes elect a double major.

Whatever his major and choice of electives, the student should choose each semester a challenging curriculum that assists in his rapid development and builds a strong record for admission. Virtually all U.S. medical and dental schools require at least two semesters each of basic courses, with laboratories, in biology, chemistry, and physics. A candidate's performance in these courses generally carries more weight in the admissions process than that in other courses, particularly for the non-science major who has less additional science work for consideration. Certain medical and dental schools list additional required or recommended courses in such fields as mathematics and rhetoric or English. Students should consult MSAR for the particular requirements of each institution to which they may apply.

Every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT), and every dental school, the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney, and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year.

The Health Sciences Committee of the Faculty advises students on their preparation for medical and dental schools and assists them in the

application process. On request, the Committee prepares recommendations for transmittal to all institutions to which the student has applied. In addition, the College participates in a joint program with Eastern Virginia Medical School, through which outstanding students receive early assurance of admission to medical school; and another with the George Washington University School of Medicine, through which two outstanding premedical students may be selected at the end of their sophomore year to enter the medical school once they have completed the requirements for graduation from Hampden-Sydney College (see p. 33). Students planning a career in medicine or dentistry should contact the chair of the Committee no later than the spring semester of their freshman year.

SECONDARY-SCHOOL TEACHING

A broadly based liberal education, with a strong major in the field to be taught and supporting courses in related areas, provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. Courses needed to satisfy the certification requirements of the State of Virginia for some majors offered at Hampden-Sydney may be taken at Hampden-Sydney, at Longwood University (through the cooperative program), or at an EXCHANGE institution (see p. 35). Students who wish to earn full certification should consult the Associate Dean of the Faculty, Elizabeth Deis. Such students should contact the Associate Dean early in their college career, preferably during the fall of their freshman year, because certain prerequisite courses must be completed by the end of the sophomore year in order to obtain teaching certification at graduation.

In support of its commitment to secondary-school teaching, the College annually awards several Brown Teaching Fellowships, which help defray the cost of certification courses for students intending to teach in public school systems. Interested students should consult the Associate Dean of the Faculty.

EDUCATIONAL SUPPORT FACILITIES AND SERVICES

THE WALTER M. BORTZ III LIBRARY AND FUQUA INTERNATIONAL COMMUNICATIONS CENTER

Opened in the fall of 2007, the Library, named the Walter M. Bortz III Library in 2009, is an integral resource in the education offered by Hampden-

Sydney, with a collection that supports the College's liberal-arts curriculum and a staff ready to assist students and faculty in its use. The ability to use an academic library with confidence is one of the distinctive marks of an educated person. By means of formal and informal instruction in research methods, students are encouraged to progress from the heavy reliance on textbooks and assigned readings characteristic of the freshman to the independent work of the graduate scholar.

The Walter M. Bortz III Library provides an open and inviting atmosphere for study and learning. The wireless configuration of the building makes it easy for students and faculty to use either laptops or desktops provided on every floor. Group study rooms are available for use and convenient carrels and tables provide quiet space for study. Containing more than 250,000 volumes, 280 periodicals, and more than 19,000 e-journals, an extensive media collection, and government documents, the collection is arranged in open stacks on the third floor, with bound periodicals located on the first floor. Open 103 hours per week, the Library provides a pleasant environment for work and study whether individually or in groups. The public services staff provides assistance weekdays and most evenings, and conducts classes on library research methods. Through the College's centralized computer network, users can access the Library's on-line catalogue, more than 19,000 full-text journals and newspapers, and a variety of national and international indexes and databases. Access is available via computers located in the Library itself, in dormitories, and in academic buildings.

The Walter M. Bortz III Library also supports and makes available the College's Blackboard software. This software enables faculty to place their courses online. Currently 80% of course sections are available in an online format. Students may consult syllabi, participate in online class discussions, engage in group networking, visit external links, and exchange papers with faculty. Access to Blackboard is available at any time, from any computer, anywhere in the world.

The Fuqua International Communications Center (FICC), located on the first floor of the Walter M. Bortz III Library, houses an extensive collection of sound and video resources for use in the Center or for loan. In encouraging students and faculty to make appropriate use of media, the FICC meets their particular needs through such services as circulating audio/visual resources, consulting on projects involving instructional technology, and aiding in the production of educational media. Digital image-scanning, multimedia production,

videotape production/editing, and audio/videotape duplication resources and instruction are available by appointment.

In addition to three multimedia viewing rooms, the Center houses the Jessie Ball duPont Classroom for use by faculty and students wishing to present media formats to larger groups.

JOHN BROOKS FUQUA COMPUTING CENTER

The mission of John B. Fuqua Computing Center is fivefold:

- 1) Implementing, developing, and maintaining the College technology infrastructure.
- 2) Providing technology training and support for general-use software.
- 3) Life-cycle technology planning, development, implementation, and support.
- 4) Assuring stability, reliability, and security of all applications, systems, and networks.
- 5) Developing, maintaining, and assuring compliance with technology-related policies and procedures.

Location and Facilities

Located in Johns Auditorium, the Computing Center serves as the Enterprise Information Portal of the Hampden-Sydney community. In addition to housing all centralized computing systems which support the administrative and academic processes of the College, the Computing Center houses a general-use lab facility for student, faculty, and staff use. All lab machines provide standard productivity software applications, in addition to web, e-mail, and video-conferencing capabilities.

Administrative Systems

The Computing Center implements and maintains the systems, applications, and infrastructure which support the business processes of the institution. This service is achieved by constantly assessing infrastructure performance and use, and addressing these areas either by modifying existing services and processes, or by incorporating new technology to support the needs of users.

Academic Computing

The Computing Center serves as Tier 2 support for all instructional technology initiatives at the College. Academic computing is housed in the Walter M. Bortz III Library. The Computing Center provides implementation, management, and support services for academic computing systems and servers.

Client Services

The commitment of the Computing Center is to offer professional-level technology services for all constituents of the Hampden-Sydney community. The Client Services division of the Computing Center operates the College Technology Helpdesk, is responsible for all associated support tasks, and provides end-user training for general-use/standard software applications.

Web Services

The Web Services division of the Computing Center maintains and operates all official web sites of the College, assures integrity of all data posted on such sites, and leads the College in strategic planning and standards for all official and unofficial web pages within the "hsc.edu" domain.

Data Communications

Located within the J.B. Fuqua Computing Center, the Hampden-Sydney College Network Operations Center (HSCNOC) is responsible for the maintenance and operation of the Campus data communications network. The HSCNOC monitors all College Internet connections, conducts performance vs. use analysis of the telecommunications infrastructure, and performs network upgrades to ensure the speed and reliability of the campus Local Area Network (LAN). Additionally, the HSCNOC is responsible for all data communications security, as well as critical network services. The HSCNOC provides Ethernet access for each on-campus resident, dial-up connectivity to the campus LAN for members of the community, and Ethernet connectivity in numerous publicly accessible areas of the campus.

Policies and Procedure

The Computing Center develops, recommends, and assures compliance with all technology-related policies and procedures of the College.

ESTHER THOMAS ATKINSON MUSEUM OF HAMPDEN-SYDNEY COLLEGE

The Museum, named for its founder and first director, strives to promote an awareness and understanding of the history of Hampden-Sydney College as it relates to its role in the history of Virginia and the United States, while serving to support and enhance the College's mission to form good men and good citizens in an atmosphere of sound learning. The Museum achieves its purpose by (1) collecting, preserving, and interpreting the history of the College and the community in which it exists from the birth of the College in 1775 to

the present; (2) serving as an educational outreach tool, offering a variety of changing or traveling exhibitions to highlight classroom topics and symposiums, to honor faculty achievements, and to supplement other educational programs of the College; (3) serving the general public, providing a meaningful and educational experience through publications, exhibitions, tours, lectures, and other programs; (4) offering opportunities for volunteer work and internships; and (5) maintaining a website available to the wider community.

HAMPDEN-SYDNEY ATHLETICS

Mission Statement

The athletic program is important at any college, but is particularly important at Hampden-Sydney because of the overwhelming interest of our students in athletics; approximately 25% of the student body participates in intercollegiate athletics and over 70% in the intramural program. Athletics, quite simply, is vital to the wholeness of the College. Essentially, the program can be divided into several components: intramurals, intercollegiate athletics, lifetime sports, physical fitness, and recreational programs.

As indicated, intramurals constitutes an important element within the athletic program, especially given the large percentage of students who actively participate at this level.

A lifetime sports and recreational program gives students an opportunity to keep physically fit while learning a new athletic skill that can be beneficial later in life.

Intercollegiate athletics plays a significant role at this college, not only because it provides an important outlet for many students, but also because such competition is good for participants. The varsity intercollegiate program can be and is a true character-building experience. One learns from winning, one learns from losing, and one learns from playing the game. One learns something about coping with pressure, commitment, loyalty, self-discipline, sacrifice, and pain—what it takes as well as what it means to compete. When one considers that 50% of all incoming freshmen intend to participate in the intercollegiate programs, then one realizes what athletics means to the College. Many of the best students at Hampden-Sydney are also varsity athletes, young men who come to this college in part to engage in intercollegiate athletics.

ACADEMIC POLICIES AND PRACTICES

Each student who enrolls at Hampden-Sydney is

expected to become familiar with the regulations and practices set forth in the following section. Academic rules, regulations, practices, and procedures are fundamental to the total educational program at the College. Questions regarding these regulations may be directed to the student's advisor, the Registrar, or the Office of the Dean of the Faculty.

Exceptions to these policies may be considered by the Executive Committee of the Faculty under extraordinary circumstances if sufficient justification is offered. Petitions for such exceptions should be directed to the Executive Committee through the Office of the Dean of the Faculty.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

<i>Grades</i>	<i>Quality Points per semester hour</i>
A.....Excellent.....	4
A-.....	3.7
B+.....	3.3
B.....Good.....	3
B-.....	2.7
C+.....	2.3
C.....Fair.....	2
C-.....	1.7
D+.....	1.3
D.....Poor.....	1
F.....Failure.....	0
W.....Withdrew or Withdrawn.....	0
WF.....Withdrew Failing or Withdrawn Failing.....	0
I.....Incomplete.....	0

GRADE REPORTING

At the end of every semester, a set of detailed instructions for accessing final grades on line via Tiger Web is sent to each student.

GRADE APPEALS

A student who believes that his final grade reflects an arbitrary or capricious academic evaluation, or reflects discrimination based on race, color, sex, religion, age, national origin, handicap, sexual orientation, or veteran status may employ the following procedures to seek modification of such an evaluation:

- 1) He should first discuss the grade with the faculty member involved before the end of the drop period of the next academic term.
- 2) If the student's complaint is not resolved, the student may appeal the grade to the department chair. It is the student's responsibility to provide

a written statement of the specific grievance with all relevant documentation (syllabus, graded work guidelines for papers, presentations, etc.) attached.

3) If the department chair is unable to resolve the grade appeal to the satisfaction of both the student and faculty member involved, or the person giving the disputed grade is the department chair, then a written appeal with all relevant documentation may be made to the Dean of the Faculty. The Dean may make recommendations to the student or instructor and will try to find an equitable solution to the dispute.

4) All parties to the grade appeal process are to maintain strict confidentiality until the matter is resolved.

The complete policy is available in the Office of the Dean of the Faculty.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the Incomplete is given. Until an Incomplete is resolved, it will be counted as an F in the calculation of a student's grade-point average. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

A student who receives a grade of Incomplete for the spring semester, who, as a result, is potentially subject to suspension, and who wishes to enroll in May Term, has until the fifth day of May Term to complete the work for which he has received the grade of I (Incomplete). If such work has not been completed by the fifth day, or if the work is completed and the resulting cumulative academic record warrants suspension, the student shall be withdrawn from any May Term courses in which he is enrolled and any tuition paid will be refunded.

DEAN'S LIST

The Dean's List is compiled at the end of each semester. It lists those students who have earned at least a 3.3 grade-point average that semester, for at least 15 credit hours of work.

GRADUATION WITH HONORS

Graduation with honors shall be accorded to students who meet the following requirements:

Summa cum laude—a grade-point average of 3.7;

Magna cum laude—a grade-point average of 3.5;

Cum laude—a grade-point average of 3.3.

For honors in a particular department, see The

Honors Program: Departmental Honors in this Catalogue.

DEFICIENCY REPORTS

If at mid-semester a student, in the judgment of his instructor, is doing unsatisfactory work, the instructor may send him a deficiency report. The report includes a statement of the student's grade at mid-term, as well as the reasons for the grade. Copies of the report are sent to all students' advisors and to the Dean of Faculty, and to parents or guardians of freshmen and first-semester sophomores. A student who receives a deficiency report is expected to consult his advisor and the instructor who issued the report, and to take action to improve his academic performance.

GOOD ACADEMIC STANDING

A student is in good academic standing if at the end of any semester he has an accumulated grade-point average of at least 2.0 and the credit hours listed below; a student who falls below the 2.0 average or the number of credit hours listed below is not in good academic standing:

Semester	1	2	3	4	5	6	7
Hours	12	26	41	57	73	89	105

STANDARDS GOVERNING ACADEMIC PROBATION AND SUSPENSION

1. A student whose cumulative grade-point average falls below the following standards will be placed on academic probation:

Effective Semester in College	1	2	3	4	5	6 or more
Accumulated Grade-Point Average	1.2	1.5	1.7	1.85	1.95	2.00

2. A student who is subject to continuing probation at the end of any probationary semester will be suspended from enrollment, unless he shows, in the judgment of the Executive Committee of the Faculty, marked improvement in his academic performance or evidence of an honest effort at improvement.

3. A student on academic probation who falls below the following standards will be suspended from enrollment:

Effective Semester in College	1	2	3	4	5	6	7	8	9
Accumulated Grade-Point Average	-	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9

4. A student who receives a grade of F in more than 50% of the hours he has attempted in any one semester will be suspended from enrollment.

5. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation. A student who returns after an academic suspension will ordinarily be held accountable to the standards pertaining to probation and discretionary suspension (as described in regulations 1 and 2 above) applicable to the semester at the end of which he was suspended, thus dropping back one semester relative to the requirements specified in those standards. This status will not be changed by transfer credit of up to ten hours earned between suspension and readmission. However, the standards pertaining to mandatory suspension (as described under regulation 3 above) will remain as stated.

6. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours transferred from other institutions and hours attempted at Hampden-Sydney.

ACADEMIC COUNSELING

As a condition of continued enrollment at the College, a student on academic probation is required to work with the Office of Academic Success to improve his academic performance.

READMISSION STATEMENT

If a student is dismissed from the College or if he withdraws voluntarily, he must make formal application for readmission. He should contact the Admissions Office for the proper forms and for information regarding readmission. The student's application will be considered by the Faculty Admissions Committee, which will review his academic record and citizenship at Hampden-

Sydney (and in some cases his secondary-school record) as well as his activities during the period of his separation from the College. Each decision is made on an individual basis, and it is up to the applicant for readmission to demonstrate convincingly that he should be readmitted. The Admissions Committee is in no way obligated to readmit any student, no matter what the circumstances of his withdrawal or the terms of his suspension.

AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course, but he will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course before the end of the drop period.

REPEATING COURSES

A student may repeat once any previously passed course. The student, however, will receive credit for the course only once. The grade from the first time the course was taken will remain on the student's permanent record. Hours attempted and quality points earned will be counted for both times the course is taken and will be included in the computation of the student's cumulative grade-point average. (A student may repeat a course previously failed until he passes it. However, all failing grades earned during earlier enrollment in the course remain on the student's permanent record and are included in the computation of the student's cumulative grade-point average.)

TRANSFER CREDIT

Students may apply to receive credit hours for college courses taken through another accredited college or university if they earn a grade of C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade-point average is unaffected. Grades in courses taken by modern languages majors in fulfillment of their major requirement for foreign study are computed as part of their grade-point average. Grades in courses taught in a foreign country by Hampden-Sydney professors and courses offered in a program in which Hampden-Sydney College has policy-making and administrative oversight (e.g., the Virginia Program at Oxford) are also computed in the grade-point average. Students receive credit only for courses which are equivalent to those available at Hampden-

Sydney and which are not being presented toward a degree at any other college or university. Students receive no credit for online, correspondence or distance-learning courses. Students may use credit hours earned through another college or university, including summer courses, to satisfy core, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted by the appropriate Hampden-Sydney department chair. A student who wishes to receive transfer credit for credits earned at another institution is responsible for providing the Registrar's Office with transcripts of the work promptly on completion of the coursework. To ensure transfer of credit for summer coursework taken elsewhere, a student must obtain departmental approval prior to enrollment. Dual enrollment credit courses are treated as transfer credit.

REGISTRATION

During the summer before he enrolls, each new student receives from his advisor recommendations for first-semester courses and instructions on registering for courses online. Subsequently, he consults with his advisor on courses for each following semester and receives from the advisor the PIN which enables him to register online.

ADDING AND DROPPING COURSES

Students are encouraged to consult with their advisors before making changes to their schedules. Once a student has registered:

1. He may add an open course through the first week of classes in any semester.
2. He may add a closed course with the written permission of the instructor through the first week of classes in any semester.
3. He may drop a course without penalty during the first seven weeks of the semester provided that his remaining course load is at least 12 hours. Courses dropped in such a manner will not appear on the student's permanent record. Students may drop a course without charge through the first five days of each semester. A \$5.00 fee is charged students after the fifth day of each semester.
4. A student hopelessly deficient in one course may, with the permission of the instructor, advisor, and Registrar, drop that course after the deadline for withdrawing. The grade for the semester will be recorded as WF.
5. Specific deadlines for withdrawing from courses are given in the Academic Calendar (p. 23).

COURSE-LOAD REGULATIONS

Every student needs to carry a course load of 15-16

hours each semester in order to make satisfactory progress toward the 120 hours required for graduation.

Every student must carry a minimum course load of 12 hours each semester. To take fewer than 12 hours the student must receive the permission of his advisor and the Dean of the Faculty. For further information, see the following section on Part-Time Enrollment. No student may take more than 19 hours in any semester without special permission of the Executive Committee of the Faculty.

PART-TIME ENROLLMENT

A student is considered a full-time degree candidate in each semester if he is enrolled in courses with a minimum of 12 credit hours. With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than 12 hours of academic credit in a semester. Part-time students are not normally permitted to live on campus. A student who begins a semester as a full-time degree candidate enrolled in 12 or more hours of classes and who subsequently reduces his enrollment to fewer than 12 hours is not entitled to part-time status or fees. Further information about part-time status may be obtained from the Office of the Dean of the Faculty.

SPECIAL STUDENTS

With the permission of the Dean of the Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may enroll for no more than 7 hours of credit. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admissions procedure. A student who begins a semester as a full-time degree candidate enrolled in 12 or more hours of classes and who subsequently reduces his enrollment to fewer than 12 hours is not entitled to special-student status or fees. Further information about special-student status may be obtained from the Office of the Dean of the Faculty.

CLASS ATTENDANCE

Attendance policies

- In each course freshmen are permitted one unexcused absence per semester for each credit hour earned by passing the course for the semester.
- There is no college-wide policy on the number of unexcused absences from class allowed any sophomore, junior, or senior. Professors inform each

of their classes at the beginning of each semester what attendance is expected.

- All students must present assigned homework promptly and must be present for all assigned tests and quizzes unless excused by the Dean of Students.
- Students are expected to attend class on the day before and the day after scheduled vacations. Faculty members will hold classes on the day before and the day after vacations.

Excused Absences

- An excused absence entitles the student to make up any work done for a grade during the class period missed. It does not excuse the student from doing the assignment for the period missed, nor from the responsibility for the subject matter taken up during that period. Whenever possible the student should inform his instructor, turn in assignments, and arrange to make up classroom work to be missed, before he is absent. If the student delays in attending to this matter, his excuse may be nullified.

- A student is excused from class if he is absent for a trip officially sanctioned by the College, such as a scheduled intercollegiate athletic trip involving a team which is recognized as part of the athletic department's program, a Men's Chorus trip, a pep band trip, a field trip connected with a course, *etc.* In these cases it is unnecessary to obtain an excuse from the office of the Dean of Students unless requested to do so by the professor.

- Other excuses from class are issued at the discretion of the Dean of Students. There are no formal medical excuses.

Excessive Absences

- A faculty member who believes that a student's absences are damaging his work in a course will inform the Dean of Students, who will in turn notify the student by mail. Written notice from the Dean's Office constitutes a final warning about absences in that course. No prior verbal warning is required. If a student receives warnings about absences in more than one course, the Dean of Students, or his designee, will ask the student to come in for a meeting to discuss if there are problems that can be resolved with the assistance of campus resources.

- If, after such a warning, a student continues to miss classes, the professor will again notify the Dean of Students, who will present the matter to the Dean of the Faculty. The latter will determine whether the student should be withdrawn from the course. If the student is withdrawn and has the right to drop the course without penalty at the time of the withdrawal, no grade for the course will appear on the permanent record; otherwise,

the student will receive a grade of WF (withdrawn failing) in the course.

- Any appeal for reinstatement to the course must be made in writing to the Executive Committee of the Faculty within one week after the student has been notified of his withdrawal. Unless and until the Executive Committee reinstates the student, he may not take part in the course.

- If the student is withdrawn with grades of WF from two courses during the same semester, the student will be suspended for the remainder of that semester and will receive grades of W in all of his other courses. A student suspended in this manner must apply to the Admissions Office for readmission to the College and ordinarily will not be readmitted for the following semester. The Executive Committee may set time limits upon the student's suspension consistent with his academic and disciplinary record.

EXAMINATIONS

Final examinations are held at the end of each semester. Final examinations may be given only during the regularly scheduled examination period unless one of the following exceptions applies:

- If a student has two final examinations scheduled at the same time, he should reschedule one examination in consultation with the instructors.

- If a student has more than two final examinations within any two consecutive days, he may reschedule afternoon examinations to the study days or to other days acceptable to the instructors involved.

- When more than one section of a course is taught by the same professor, students may take the examination with any section the professor approves. Approval, however, must be obtained before the beginning of the examination period.

- A professor may move an examination to an earlier period in the examination schedule if all the students in the course agree. No final examination may be given before the first day of the examination period (with the exception of examinations in Rhetoric courses).

- A student who desires to take a final examination outside the regularly scheduled period for some reason other than those specified above must obtain the permission of the Dean of the Faculty.

RE-EXAMINATIONS

A senior who has been doing passing work in a course prior to examination week of his final semester but who fails the final examination in

that course may, upon the recommendation of the instructor concerned and the approval of the Dean of the Faculty, be allowed to take a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which may be no higher than D.

WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the College, he must have the approval of the Dean of the Faculty and the Dean of Students. A student resigning on or after December 1 in the first semester or April 15 in the second semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

In the event a student must withdraw from the College for medical reasons, sufficient documentation from the student's healthcare professional must be provided to the College, in writing, and approved by College medical professionals. Any student who has been granted a medical withdrawal who wishes to be readmitted to the College must present the College written documentation satisfying the College of the student's readiness to resume his education.

LEAVE OF ABSENCE

A student who has been at Hampden-Sydney for at least a semester can apply to the Office of the Registrar for approval of a leave of absence. Students who are granted such leaves will be guaranteed readmission, provided that they confirm re-enrollment and pay a reservation deposit of \$500 by April 1 (for the fall term) or November 1 (for the spring term). Candidates for leave of absence may not be on academic probation, nor have any disciplinary or honor proceedings pending against them. If a student is placed on probation or suspension, either for academic or for disciplinary reasons, subsequent to being approved for the leave of absence, permission for the leave will be revoked. Deadlines for applying for such leaves are, for the spring semester, the preceding December 1, and for the fall semester, the preceding April 15. The maximum leave will be one year. Students who do not comply with the conditions governing the leave of absence will be obliged to reapply for admission through the Admissions Office.

EXCLUSION FROM COLLEGE

College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case

fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Hampden-Sydney is sensitive to the needs of its learning-disabled students. Before matriculating at Hampden-Sydney, a student with a learning disability or perceptual handicap should make himself known to the Associate Dean for Academic Support and supply the Dean with documentation of his particular disability. Subject to the approval of the Dean of the Faculty, the Associate Dean for Academic Support, together with the student's advisor, will help the student design an academic program that will fit his aptitudes and skills as well as meet the College's requirements. The policies relating to learning disabilities may be obtained from the Dean of the Faculty or the Associate Dean for Academic Support.

GUIDELINES FOR ACADEMIC POLICIES AND PROCEDURES IN STUDENT- FACULTY RELATIONS

PREAMBLE

Hampden-Sydney College has always aspired to uphold high standards and principles, particularly in the relationships between students and faculty members. Hence, it seems appropriate that a statement pertaining to some of these relationships in the academic area, the primary concern of the College, be based on the expectation that only the highest standards are consonant with the traditions of the College.

These policies and procedures are not intended as rigid rules, but rather as examples of expected practice. Nor is this statement to be considered all-inclusive, for additions and deletions probably will be necessary in the future. Nevertheless, faculty and appropriate administrative personnel will be expected to work diligently to see that the spirit of the statement is upheld for the benefit of the entire academic community.

TESTS AND PAPERS

- Professors should announce a major (full-period) test at least one week in advance. Material to be covered on a full-period test or examination should be clearly specific (e.g., "chapters 5-10 and notes").
- The relative value of each part of a full-period test or examination should be indicated to the class before work is begun.
- Graded tests and papers should be returned to students within two weeks with appropriate

comments (either oral or written) about the evaluation and apparent deficiencies.

- A professor should go over a graded final examination with a student if requested to do so.
- Whoever administers a test or examination should be available for questions from students during the testing period.
- If a student feels that an error in grading has been made, he may request that specific questions be reviewed. If a professor acknowledges that an error has been made, a proper adjustment in the grade should be made.
- Should two full-period tests fall on the same day, a student is expected to take both of them on the day assigned. Should more than two full-period tests be scheduled for the same day, the difficulty should be resolved between the professors and the student.
- Major full-period tests should not ordinarily be scheduled during the final five days of classes.
- Except when it constitutes the majority of the grade, a research paper should ordinarily be due before the final five days of classes.

OTHER CLASSROOM AND ACADEMIC SITUATIONS

- Insofar as is feasible, the relative importance of course elements such as tests, papers, and the examination should be specified during each semester.
- In view of the Honor Code's prohibition of giving or receiving aid without the consent of the professor on tests, quizzes, assignments, or examinations, the professor should make clear when help may and may not be given or received.
- The student should be able to find out his approximate class position and course grade (if possible) at appropriate intervals during the semester.
- Instructors have sole authority to assign course grades. However, a student who believes that a final course grade is erroneous or unfair may appeal the grades. See Grade Appeals on p. 41.
- A professor may not require attendance at class sessions in addition to those regularly scheduled, unless they are approved by the Dean of the Faculty.
- The professor should schedule tests and other class activities for best educational advantage. Students have a responsibility to avoid pressuring professors for concessions or adjustments in class schedules to suit their outside activities.

Prepared by the Student-Faculty Relations Committee, March 3, 1972. Passed by the Faculty on April 10, 1972. Amended April 1998.

POLICY STATEMENT ON ACCESS TO RECORDS

STUDENT RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within forty-five days of the day the College receives a request for access.

Students should submit to the Registrar, the Dean of Students, the Director of Career Development (placement records only), the chair of the Health Sciences Committee, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits personal disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support-staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as

a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by Hampden-Sydney College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U. S. Department of Education
600 Independence Avenue, SW
Washington D. C. 20202-4605

PUBLIC INFORMATION

The College considers the following information public information: name of student, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, and other similar information.

No later than one week before classes begin in the fall (or before enrollment if one enters second semester or in the May Term), a student may submit a written statement to the Dean of Students stating that he does not want specified information about him included as public or directory information. The request will be honored.

ACADEMIC RECORDS, PRIVACY, AND THE BUCKLEY AMENDMENT

Institutions of higher education accumulate and maintain extensive records concerning the characteristics, activities, and accomplishments of their students. These records pose special problems for those concerned with personal privacy, problems that derive from a basic tension between the rights and needs of individuals and the legitimate demands of institutions in which they participate. In choosing to pursue a college education the student is often hopeful that this experience will contribute to the attainment of career objectives and is keenly aware that his performance will be viewed and evaluated by others. At the same time, the right to privacy asserts that individuals have a

legitimate interest in controlling what information about themselves they will reveal to others and what uses may be made of this information.

For its part, the College has a legitimate interest in obtaining information necessary to carry out its functions and to fulfill its obligations to the student. For these reasons, the following policies and procedures are published so that this information will be available to all members of the College community. All statements herein apply only to the official records of the institution pertaining to current and former students, and these policies are in conformity with the Family Educational Rights and Privacy Act of 1974 as amended (Buckley Amendment). The text of the law is available in the office of the Dean of Students.

Briefly, the purposes of the Act are to assure college students access to their educational records as limited and defined by the Act, and to protect students' rights to privacy by limiting the transferability of their records without their consent. The rights in the Act are, essentially, accorded to the college student himself.

CONFIDENTIALITY

All members of the faculty, administration, and clerical and other staff are expected to respect confidential information about students which they acquire in the course of their work.

ACCESS TO RECORDS

Student access to records is limited to records maintained by the Registrar (academic records); by the Dean of Students; by the Director of Career Development (placement records only); and by the Health Sciences Committee.

DEFINITIONS

For the purposes of this policy the term "educational records" means those records, files, documents, and other materials maintained by the College which contain information directly related to a student.

The term "educational records" does not include:

1. Financial records of the parents of the student or any information contained therein.
2. Confidential letters and statements of recommendation which were placed in the education records before January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended.
3. Confidential recommendations
 - a. Respecting admission to any educational agency or institution;
 - b. Respecting an application for employment;

c. Respecting the receipt of an honor or honorary recognition if the student has signed a waiver of his right of access. A student may sign a statement waiving his right of access for any or all of these three types of recommendation letters. The general waiver would eliminate the need to face the question of waiver of access on each letter that may be written for admission to graduate or professional school, employment, etc. If a student waives his right of access to any or all of these three categories, he may request that the College notify him of the names of all persons making confidential recommendations. The College will use these recommendations solely for the purpose for which they were specifically intended.

4. Records of institutional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.

5. The records and documents of the campus police (who do not have access to educational records) which are maintained solely for law enforcement purposes and are not made available to persons other than law enforcement officials of the same jurisdiction.

6. Records which are created or maintained by a physician, psychologist, psychiatrist, or other recognized professional or para-professional acting in his professional or para-professional capacity, or assisting in that capacity, and which are created, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment; provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

7. Records such as the alumni records gathered after a student leaves the College are not considered educational records, and therefore students do not have access to them.

PROCEDURE FOR EXAMINING RECORDS

A student wishing to inspect and review specified educational records pertaining to himself should submit the request in writing to the particular office in which the records are maintained. To the extent that the law permits, the request will be granted as soon as possible, no later than forty-five days after the written request is made.

If desired, a student will be granted an opportunity to challenge the content of his records in an informal hearing between the student and the College personnel involved. If satisfactory

adjustments cannot be agreed upon by the student and the author of the information challenged, the College official in charge of the particular office in which the records are kept will meet with the parties to attempt to resolve the matter by correcting, deleting, or allowing refutation of allegedly inaccurate, misleading, or otherwise inappropriate data in the content of the records. If the matter cannot be resolved informally, at the request of the student, a hearing will be conducted by a College official without a direct interest in the outcome of the hearing, normally the Dean of Students. A student has the right to file a written complaint directly with the following office:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-4605

If a student desires copies of educational records to which he has access as allowed by this policy, he shall be furnished copies at a rate covering the cost to the institution, \$.10 per page copied, plus postage, if any.

With the exceptions as noted, no one from outside the College has access to educational records.

RELEASE OF RECORDS

The College will not release educational records (or personally identifiable information contained therein other than what is considered public information as defined in this policy statement) of a student without the written consent of the student to any individual, agency, or organization other than the following:

- Other College officials, including teachers, who have legitimate education interests, e.g., the educational background of the student.
- Officials of other schools in which the student seeks, or intends, to enroll.
- Authorized representatives of the Comptroller General of the United States, the Secretary or assistant (D.O.E.) and administrative head of an education agency, state educational authorities, the Commissioner of Education, and the Director of the National Institute of Education.
- College officials dealing with a student's applications for, or receipt of, financial aid.
- State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974.
- Organizations conducting studies for, or on

behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and on the condition that such information will be destroyed when no longer needed for the purpose for which it is conducted.

- Accrediting organizations in order to carry out their accrediting functions.
- Parents of a dependent student of such parents as defined in section 152 of the Internal Revenue Code of 1954.
- Subject to regulations of the Secretary in connection with an emergency, appropriate persons if the knowledge of such information is necessary to protect the health and safety of the student or other persons.

Other than the exceptions listed above under Release of Records and Public Information, the College will not release in writing, or provide access to, any personally identifiable information in education records unless:

- There is written consent from the student specifying the records to be released, the reasons for such release, and to whom or what class of parties the records are to be furnished. The student shall receive a copy of the records, if requested.
 - Such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that the students are notified of all such orders or subpoenas in advance of the compliance therewith by the College.
- The College will notify any third party receiving information about a student from the College (other than educational institutions, etc., noted in this policy statement as exceptions) that the information is being transferred on the condition that such third party will not permit any other party to have access to such information without the written consent of the student.

NOTE: The College reserves the right not to release transcripts of the academic record, grades, or other information if all debts to the College are not paid.

RELEASE OF GRADE REPORTS AND DISCIPLINARY ACTION TO, AND CONSULTATION WITH, PARENTS AND GUARDIANS

Realizing that parents and guardians have a legitimate interest in the progress of their sons and daughters, the College routinely mails copies of deficiency reports (for freshmen and first-semester

sophomores), and notices of significant disciplinary action taken against a student, to parents and guardians. A financially independent student (as defined by the Internal Revenue Code) may submit a written request to the Dean of Students asking that the College not send designated information to parents or guardians, and this request will be honored.

The College recognizes the legitimate interests of parents and guardians to consult with the professional staff about the academic and personal well-being of their sons and daughters. This consultation will be carried out consistent with basic College policy respecting the rights of confidentiality of the student. Whenever a student is separated from the College for academic, disciplinary, or other reasons, the College notifies the parents or guardians.

RECORD OF RELEASE OF OR ACCESS TO EDUCATIONAL RECORDS

A record of all requests for educational information is maintained in each office where applicable student records are kept. The form includes information on the name of the inquirer, institution, or agency; the date of the request; the purpose or legitimate interest that each person, institution, or agency has in obtaining this information; and the disposition of the record. A student may see this record.

EDUCATIONAL RECORDS MAINTAINED BY THE COLLEGE, THE COLLEGE OFFICIAL IN CHARGE, COLLEGE PERSONNEL WHO HAVE ACCESS AND THE PURPOSES FOR WHICH THEY HAVE ACCESS

The College does not expunge academic records after a student leaves college or is graduated. These records are maintained either on microfilm or in a storage facility for possible future reference. Most other records are kept for up to five years.

Academic, administrative, and clerical personnel of the College having a legitimate and demonstrable need for information concerning students as a result of their duties in the College are permitted access to those records directly related to their duties and functions. Whenever possible, the information needed by such persons should be provided by the officials responsible for the records, without permitting direct access to the records themselves.

If academic records and personnel folders are relevant to student courts, social fraternities, student government, or honor societies, the necessary information will be provided only when authorized by the appropriate College official.

A. Records in the Office of the Registrar. The Registrar is responsible for the maintenance of academic records (transcripts and grade reports).

B. Records in the Office of the Dean of Students. The Dean of Students is responsible for the maintenance of the following records:

1. Some materials related to the admission process: application form, autobiography, high school grades, and copies of correspondence of both confidential and nonconfidential nature.

2. Copies of letters notifying the student of disciplinary action taken against him.

3. Copies of letters of commendation for honors, Dean's List, etc.

4. Copies of letters sent to the student warning him of poor class attendance.

5. Copies of letters of academic suspension and the like.

6. Copies of letters of recommendation written by the Dean of Students to graduate/professional schools or prospective employers.

7. Transcripts from colleges attended other than Hampden-Sydney.

8. Copies of letters granting advanced-placement credit and waiver of academic requirements.

C. Records in the Office of Career Development. The Director of Career Development is responsible for the maintenance of placement records, including résumés and letters of recommendation for employment and graduate or professional school.

D. Records in the Office of the Chair of the Health Sciences Committee of the Faculty. The Chair of the Health Sciences Committee of the Faculty is responsible for the maintenance of recommendations for and evaluations of applicants to medical or dental school made by professors and administrators and the recommendation statement made by the Health Sciences Committee to medical or dental schools.

Note: All officers listed in this section receive mail at the following address:

Hampden-Sydney College
Hampden-Sydney, Virginia 23943

Course Offerings

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including Classics, English, Fine Arts, Humanities, Modern Languages, Philosophy, Religion, and Rhetoric.

NATURAL SCIENCES, including Biology, Chemistry, Mathematics and Computer Science, and Physics and Astronomy.

SOCIAL SCIENCES, including Economics, Government and Foreign Affairs, History, and Psychology.

COURSE CLASSIFICATION

Each course listed in this catalogue is identified by the name of the department which offers it and a course number. (Courses which include significant content from more than one discipline are listed under Interdisciplinary Studies rather than under one of the academic departments.) At the right of the course number are parentheses which contain the credit hours per semester granted for passing the course. There are two variations. For example, Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, each earning three hours of credit, and the student may take one or both semesters.

One hour of semester credit is awarded for fifty minutes per week of in-class lecture or discussion time for fourteen weeks. For laboratory classes, one semester hour of credit is awarded for 150 minutes of laboratory time per week for fourteen weeks. Performance studies classes in Fine Arts (choral music, instrumental ensemble music, and theatre production) follow the general pattern of laboratory courses, that is, one hour of credit for 150 minutes of class time per week for fourteen weeks. For directed reading, independent study, and senior thesis courses, credit is awarded in accordance with the time commitment required for the expected product.

There is necessarily some variation in the way course levels are assigned in the various disciplines because of differences in the character of the

disciplines themselves. In general, however, courses are numbered according to the following guidelines: courses at the 100-level are introductory or survey courses suitable for freshmen or students taking such courses to complete core requirements; courses at the 200-level, suitable for freshmen and sophomores, are more focused or specialized than 100-level courses and may require some background in a discipline; courses at the 300-level are designed for students with formal background in a discipline; courses at the 400-level are typically junior- or senior-level courses building on relatively sophisticated knowledge of a discipline gained from taking lower-level courses. The expected background for both 300- and 400-level courses is typically reflected in prerequisite or recommended classes.

185, 285, 385, or 485. *Special Topics*
(1, 2, or 3 hours).

A course of study, not regularly offered, in an area other than one described in the course listings.

395. *Internship* (1, 2, or 3 hours).

Combines work done normally in the summer with ongoing course work and the production of a substantial research paper on a related issue. Such coursework might include a portfolio or daily journal recording the internship experiences and the student's reactions to them, interviews with professionals, and book reviews.

To qualify, a student must ordinarily have a grade-point average of at least 2.7 at the time of application.

Any regular, ongoing program of internships must be approved by the Academic Affairs Committee and the Faculty at large. No student may receive more than three hours of academic credit for an internship.

490. *Directed Reading* (1, 2, or 3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who assists in designing the student's program.

495. *Independent Study* (1, 2, or 3 hours).

Research in which the student works independently under the supervision of a faculty member; the

project ordinarily leads to a paper in which the student describes his work and summarizes his findings. For juniors and seniors only.

For directed reading (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chair of the department, and the student's faculty advisor.

A student may take no more than two 490/495 courses per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, a written proposal must be submitted to the Dean of the Faculty for approval. Students who wish to do extensive independent work are encouraged to pursue Departmental Honors.

Departments may specify prerequisites including minimal grade-point averages for taking 395, 490 and 495 courses.

BIOLOGY

Professors Devlin, Shear, Werth; Assistant Professors Goodman, Hargadon, Wolyniak

Chair: Edward W. Devlin

All students interested in majoring in Biology are requested to see a representative of the Department of Biology during their freshman year to discuss their future programs of study. The requirements for a major in Biology are:

1. *Biology 110/151 (4 hours credit)*
2. *Biology 201, 202, 203 (12 hours credit)*
3. *Chemistry 110/151, and either 221/152 or 230/251*
4. *At least 16 additional credit hours in Biology (for a total of 32 credit hours in Biology), not to include Biology 108, Biology 130, or Biology 140*
5. *Majors are encouraged to take Mathematics 121 (Statistics)*

Note: Majors planning to pursue graduate or professional studies should speak with Biology faculty as soon as possible to determine which other courses (e.g., calculus, physics, organic chemistry) should be taken.

The requirements for a minor in Biology are:

1. *Biology 110/151 (4 hours credit)*
2. *Two 200-level "core" courses to be chosen from among the following: Biology 201, 202, 203 (8 hours credit)*
3. *Two additional Biology courses at the 300-level, or, one course at the 300-level and the remaining 200-level "core" course listed above. At least one of these courses must include a laboratory (7-8 hours credit)*

Please note also the availability of a minor in Environmental Studies (see page 33).

BIOLOGY 108. (3)

ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course includes discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources.

KEY TO FACULTY LEAVE STATUS:

L= On leave, 2010-2011.

F= On leave fall semester only.

S= On leave spring semester only.

BIOLOGY 110. (3)

PRINCIPLES OF BIOLOGY. An introduction to biology, focusing on the major conceptual principles that unite the life sciences. Biology 110 uses evolution as an underlying theme in the study of biology. Prerequisite: none. Corequisite: Biology 151. Offered: every semester.

BIOLOGY 151. (1)

LABORATORY PRINCIPLES OF BIOLOGY.

Laboratory work designed as an introduction to the study of biology. Prerequisite: none. Corequisite: Biology 110. Offered: every semester.

BIOLOGY 130. (3)

BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical problems which are being raised by such advances. An attempt is made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No laboratory. This course does not provide credit toward a Biology major. Prerequisite: none.

BIOLOGY 140. (3)

BIOLOGY OF CANCER. An exploration of fundamental biological concepts underlying normal cellular and developmental processes and those that are disrupted in cancer. Topics include cell structure and function, regulation of growth, the genetic and environmental causes of cancer, cancer treatments, and the role of clinical trials. Case histories and specific cancers will be used to explore the personal and social dimensions of a cancer diagnosis. This course is intended for non-majors wishing to fulfill a science requirement and may not be counted toward the Biology major. Prerequisite: none.

BIOLOGY 201. (4)

GENETICS. Fundamental concepts and applications of the principles underlying inheritance and variation. Understanding will build from the patterns of inheritance in transmission (Mendelian) genetics to the molecular expression of genes and will conclude with a treatment of gene flow in populations. Laboratory exercises include work with live organisms, such as yeast, bacteria, and *Drosophila*, as well as interactive computer simulations, statistical analysis, and class presentations. Prerequisites: Biology 110 and 151.

BIOLOGY 202. (4)

ORGANISMAL BIOLOGY. A study of the form and function of organisms (with emphasis on plants and animals) from the cellular to the organ system and whole-organism levels. Following a general consideration of cell structure and biochemistry, the course focuses on body plans, tissues, vital processes, life cycles, development, and evolutionary relationships and diversity of plants and animals. Labs involve dissection and experiments on plant/animal physiology. Prerequisites: Biology 110 and 151.

BIOLOGY 203. (4)

ECOLOGY. A study of the interrelationships between living organisms with each other and their non-living environment. Topics to include, but not to be limited to: the history of ecology; the characteristics of the physical environment; ecosystem energetics; biogeochemical cycles; comparative ecosystem ecology; population ecology; community ecology; and the impact of man on natural ecosystems. The laboratory emphasizes the techniques and practice of field ecology and natural history. Local and extended field trips are made. Prerequisites: Biology 110 and 151.

BIOLOGY 260. (4)

TROPICAL BIOLOGY. A study of species and habitat diversity characteristics of different tropical biomes. A guided description of the natural history, the interactions between animals and plants, and the effects of human intervention is offered. Students practice the scientific method by emphasizing intensive field work, gathering of data, analysis, and presentation of results. The course includes a study of different taxa unique to each biome and an exploration of the different environmental characteristics that allow some species and not others to be present in those environments. Prerequisites: Biology 110 and 151, or consent of the instructor. Offered: May Term.

BIOLOGY 261. (4)

EVOLUTIONARY ECOLOGY. A field-based study of the causal relationship between Darwinian ecology and evolution, examining the principal evolutionary and ecological mechanisms leading to biodiversity, typically in tropical biomes. Using diverse terrestrial and marine ecosystems as living laboratories, this course explores the dynamic interface of biogeography, behavioral ecology, and physiological ecology to investigate means by which organisms adapt to their physical habitat and the

other species that live there, both in historical and modern contexts. Prerequisites: Biology 110 and 151. Offered: normally, May Term.

BIOLOGY 301. (4)

CELL BIOLOGY. An introduction to the workings of eukaryotic cells. Topics include structure and function of biological membranes, the cell cytoskeleton, organelles, signaling between cells, and the organization of the extracellular matrix. The laboratories are experimentally based and students will be shown how to design experiments and analyze data. Prerequisites: Biology 110, 151, 201.

BIOLOGY 302. (4)

HISTOLOGY. A structure- and function-based examination of the organization of vertebrate tissues. This involves an examination of the molecular, cellular and gross organization of the four basic tissues (nervous, muscle, connective, epithelial) and an examination of how they are organized into organs and organ systems in the vertebrates. The laboratory involves both the processing of live tissue samples and the examination of microscope slides and electron micrographs. Prerequisites: Biology 110, 151, 202.

BIOLOGY 303. (4)

ENDOCRINOLOGY. This course involves a study of the synthesis, actions and metabolism of a variety of chemical messengers (hormones) that act as agents of action of the vertebrate endocrine system. The course focuses on integration of a variety of vertebrate tissues and organs that can act as signal generators and receptors. The course primarily examines normal endocrine function, but some attention is also given to clinical disorders resulting from hormonal imbalance. Laboratory exercises are experimental in nature and involve cell culturing and manipulation of live animals. Prerequisites: Biology 110, 151, 202.

BIOLOGY 310. (4)

DEVELOPMENTAL BIOLOGY. A survey course that examines the processes involved in the transformation of a single diploid cell into a mature animal. Topics include the early sequence of cellular interactions that generate form (morphogenesis) and the molecular mechanisms involved in controlling gene expression during development. Laboratories are experimentally based and include experiments and microsurgery with a variety of live embryos, including fruit fly, sea urchin, frog, fish,

chick and others. Prerequisites: Biology 110, 151, 201, 202.

BIOLOGY 311. (3)

BIOCHEMISTRY. A structural and functional study of the cell, with emphasis on the role of macromolecules in metabolism, information transfer, and structure. Topics also include an introduction to the kinetics and thermodynamics of biochemical reactions. Students who have received credit for Chemistry 335 may not receive credit for Biology 311. Prerequisites: Biology 110, 151, and 201; and Chemistry 110, 221, 230, 251, and 231; or consent of instructor. Offered: fall semester of odd-numbered years. (Cross-listed as Chemistry 335 in the fall of even-numbered years.)

BIOLOGY 312. (4)

MOLECULAR BIOLOGY. An exploration of the principles and methods of gene function. Topics include gene expression and regulation, mutations, recombinant DNA technology, RNA catalysis and splicing, and the molecular basis of evolution. Labs include the cloning of genes, cell transformation, probe and marker technology, and the polymerase chain reaction. Prerequisites: Biology 110, 151, 201.

BIOLOGY 321. (4)

MICROBIOLOGY. An intensive study of the structure, energy-harnessing mechanisms, ecology, and genetics of bacteria. Also considered is the biology of viruses (structure and genetics), fungi, and eukaryotic microbes. There is extensive laboratory work (two laboratory periods per week) focusing on skills and practices recommended by the American Society for Microbiology, featuring opportunities for students to work independently and in small groups to sample the environment, identify unknown bacteria, and develop microscopy and microbial research laboratory skills. Prerequisites: Biology 110, 151, 201.

BIOLOGY 323. (4)

IMMUNOLOGY. A discussion and laboratory class that investigates the major principles of the immune response. The focus throughout is to understand how the body distinguishes "self" from "nonself." Specifically, topics include innate and acquired immunity, active and passive immunity, characteristics of cells involved in the immune response, humoral and cellular immunity, and applications of immunological principles to medical situations, such as recovery from infectious disease, successful organ transplantation, allergic responses,

and treatment of cancer. Laboratory experiences include immunologically based assays as well as the study of cells and molecules of the immune response. Prerequisites: Biology 110, 151, 201, and either 301, 312, or 321.

BIOLOGY 331. (4)

VERTEBRATE ANATOMY. An intensive comparative study of vertebrate structure and evolution, from materials and tissues to organs and organ systems, including chordate systematics and diversity. Laboratories involve dissection, gross and microscopic examination of vertebrate tissues, and experimental methods in functional morphology. Prerequisites: Biology 110, 151, 202.

BIOLOGY 332. (4)

VERTEBRATE PHYSIOLOGY. An intensive comparative study of the physical, chemical, and metabolic functions of vertebrates, including humans. Emphasis is placed on physiological ecology and adaptation to the environment. Laboratory experiments investigate the function of structural tissues and internal organ systems, utilizing computer software and instrumentation. Prerequisites: Biology 110, 151, 202.

BIOLOGY 341. (4)

BOTANY. An intensive study of the anatomy, morphology, and physiology of the organisms of the kingdom Plantae with laboratory experiences. Also included in the lectures and laboratories is a review of the other non-animal organisms, namely cyanobacteria, algae, and fungi. Prerequisites: Biology 110, 151, 202.

Biology 343. (4)

MARINE BIOLOGY. An introduction to biological oceanography including physical, chemical, and biological processes that govern life in the sea. The course focuses on diverse marine habitats and ecosystems; taxonomic and geographic diversity of marine organisms and their ecology and physiology; and marine resources and conservation. Lectures, discussions, and films explore the ecological and evolutionary mechanisms at work within marine environments. Laboratory exercises involve trips to coastal environments and aquaria plus on-campus activities. Prerequisite: Biology 202 or Biology 203.

BIOLOGY 351. (4)

INVERTEBRATE ZOOLOGY. A study of the diversity of the animal kingdom, excluding vertebrates, taught from a phylogenetic perspective.

The major species of each phylum are discussed, including ecology and systematics. Representatives of the major phyla are examined and dissected in the laboratory. Prerequisites: Biology 110, 151, 202.

BIOLOGY 352. (4)

BIOLOGY OF ARTHROPODS. The Phylum Arthropoda is the largest and most diverse phylum of animals on Earth; an unbiased alien biologist would undoubtedly call this the "arthropod planet." In this course, arthropods are used to examine the diversity of the local fauna and the principles of systematic biology. Focus is on terrestrial arthropods, including arachnids (primarily spiders), myriapods (centipedes and millipedes), and terrestrial crustaceans (pillbugs), though inevitably attention will be drawn to other groups, such as insects, in both terrestrial and aquatic habitats. Students take field trips, learn to collect and identify arthropods, and make a collection of local forms. Lectures and other activities focus on evolution, ecology and behavior of arthropods. Prerequisite: Biology 202 or 203.

BIOLOGY 353. (4)

BIODIVERSITY. This course attempts to survey the diversity of life on Earth, including both prokaryotic and eukaryotic microorganisms, animals, plants and fungi. After an introduction to systematic biology and phylogenetics, lectures focus on the unique and fascinating characteristics of groups and their evolutionary relationships. The primary source of information and reference is the Internet, and students are expected to do substantive research on particular organisms in which they become interested. This culminates in an in-class presentation and a professional-quality poster, as well as a lengthy paper. Laboratory activities utilize living materials wherever possible, including the collection and observation of unusual organisms from local environments. Prerequisite: any 200-level Biology course.

BIOLOGY 358. (1)

BIOCHEMISTRY LABORATORY. A laboratory analysis of the structural and functional components of the cell. Techniques will focus on the purification and analysis of subcellular components and macromolecules, especially proteins and nucleic acids, and the kinetic analysis of metabolic reactions. As appropriate, students may engage in novel research. Prerequisite or corequisite: Biology 311 or Chemistry 335. Offered: fall semester of odd-numbered years.

BIOLOGY 360. (3)

EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena are derived and tested through problem-solving. The process of speciation is examined, and basic biogeographical principles are studied. Some discussion of the history of evolutionary biology and the lives of its major contributors also takes place. Prerequisites: Biology 110, 151, 201, 202, 203.

BIOLOGY 361. (4)

VERTEBRATE PALEONTOLOGY. A survey of the major groups and events in vertebrate history (including physical anthropology), with emphasis on significant ecological and structural transitions, as well as the broader evolutionary framework of origins and extinctions. Laboratories and field trips develop geological principles of paleontology and provide for examination and preparation of fossil vertebrate specimens. Prerequisite: Biology 202 or 203.

BIOLOGY 362. (3)

HISTORY OF LIFE. A course presenting some fundamentals of plate tectonics, using this information to reconstruct past environments and past geographies. The development of life on earth is reviewed from an historical perspective, emphasizing faunal and floral changes, the processes of extinction and recovery, and the phylogeny of major groups of organisms. Prerequisites: Biology 110, 151, 202, 203.

BIOLOGY 363. (4)

HUMAN EVOLUTION. An introductory survey course (with laboratory) in paleoanthropology, examining the origins and relationships of humans to ancestral primates and exploring various stages along the transition from the earliest hominids to modern *Homo sapiens*. The course considers all evidence—fossil, genetic, behavioral, archaeological—that bears on the subject of human evolution, and investigates a variety of topics, such as classification of humans into “races” and the roles of cloning and stem cells in the future of our species. Prerequisites: Biology 110, 151, and 201 or 202. Offered: fall semester of even-numbered years.

CHEMISTRY

*Professors Anderson, Dunn, Porterfield, Sipe;
Associate Professor Mueller*

Chair: Kevin M. Dunn

The requirements for a major in Chemistry are:

1. All courses from the techniques track (except honors) and the following courses from the concepts track: 110, 221, 230-231, 340-341, 441, and one of the following three groups of additional courses:
 - (a) 440 and one Chemistry elective at the 300- or 400-level, or
 - (b) for ACS accreditation in Chemistry, 335, 420, and 440, or
 - (c) for ACS accreditation in Biochemistry, Chemistry 335 or Biology 311, and Chemistry 420, Biology 312, and one additional course in Biology, chosen from Biology 201, 301, and 321
2. Satisfactory completion of Mathematics 141-142, Physics 131-132, and Physics 151-152

The requirements for a minor in Chemistry are:

1. Chemistry 110/151 (4 hours credit)
2. Chemistry 221/152 (4 hours credit)
3. One additional lecture course in Chemistry at the 200-level or above (3 hours credit)
4. One additional lecture course in Chemistry at the 300-level or above (3 hours credit)
5. Two additional laboratory courses in Chemistry, at least one of which must be at the 300-level (3-4 hours credit)

CONCEPTS TRACK**CHEMISTRY 103. (3)**

CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our society, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences and does not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Corequisite: none. Chemistry 151 laboratory may be taken concurrently or in a later semester if desired. Offered: staff permitting.

CHEMISTRY 104. (3)

FROM CAVEMAN TO CHEMIST. This course develops the chemistry of materials along historical lines. We begin with the chemistry of fire and learn how to make fire by friction. Ashes from the fire are processed to produce potash. Limestone burned in the fire becomes lime. Lime and potash make lye; lye is used to make soap, and the process continues, building a miniature chemical industry from scratch. While not a laboratory course, students engage in projects in which they produce the materials discussed. Prerequisite: none.

CHEMISTRY 105. (3)

TOXIC CHEMICALS IN SOCIETY. An introduction to selected topics in toxicology, pharmacology, and medicinal chemistry that are essential to an understanding of the role of chemicals in modern society and their impact on us as individuals and as a civilization. Considered in this course are the risks and consequences of contact with chemicals both intended and unintended, e.g., the use of pharmaceuticals and exposure to hazardous chemicals from industrial wastes. This course is intended for students with primary interests outside the sciences and does not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Offered: spring semester if staff permits.

CHEMISTRY 106. (3)

PROBLEMS IN THE ATMOSPHERE AND HYDROSPHERE. This course deals with current societal issues involving environmental problems and proposed remediation patterns. Topics may include global warming, ozone layer depletion, local air pollution, freshwater pollution, ocean dumping, issues of water allocation to users, and comparable topics that may present themselves to the public. In each case, the chemical background of the problem and its remediation schemes are explored, and social and political aspects of change are considered. Prerequisite: none.

CHEMISTRY 107. (3)

CHEMISTRY AND ART. This course examines the interplay between chemistry and the visual arts. The chemistry involved in the process of making paper, paints, pottery, etchings, and photographs are explored through projects and experiments. Other topics include color theory and molecular spectroscopy, chemistry safety issues for artists, and the chemistry of art conservation. Prerequisite: none.

CHEMISTRY 110. (3)

CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for either systematic study of descriptive inorganic chemistry or continuing study of bonding theory in the context of organic chemistry. Some mathematical facility desirable. Prerequisite: none. Corequisite: none. Students electing Chemistry 110 to fulfill the laboratory science distribution requirement should also take Chemistry 151. Entering freshmen intending majors or careers related to chemistry and biochemistry should take Chemistry 110 and 151 in their first semester. Prerequisite: none. Offered: fall semester.

CHEMISTRY 221. (3)

DESCRIPTIVE INORGANIC CHEMISTRY.

A survey of the chemistry of the elements: their natural occurrence, extractive methods, physical forms, laboratory reactions and uses, and commercial and industrial uses, with some economic interpretation of the latter. Some attention is given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisite: Chemistry 110. Chemistry 152 laboratory may be taken concurrently. Offered: spring semester.

CHEMISTRY 230-231. (3-3)

CHEMICAL BONDING AND ORGANIC

CHEMISTRY. An examination of the qualitative principles of covalent bonding as an introduction to an integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisite: Chemistry 110. Corequisites: Chemistry 251-252. Offered: 230 in the fall semester; 231 in the spring semester.

CHEMISTRY 330. (3)

ORGANIC CHEMISTRY III. An extended examination of the concepts introduced in the first two semesters of organic chemistry. Emphasis is placed on the relationships between structure and mechanism. Articles from chemical journals are used to show the interaction of experiment and theory in the formulation and development of reaction mechanisms. Prerequisite: Chemistry 231. Offered: spring semester of odd-numbered years.

CHEMISTRY 331. (3)**CHEMICAL AND BIOCHEMICAL**

TOXICOLOGY. An introduction to selected topics in toxicology, the science of poisons. Considered in this course are the chemical and biochemical modes and sites of action of toxicants. Examples are drawn from pharmaceutically and environmentally important compounds. Additional topics that may be considered include risk assessment, epidemiological investigations, and the relative risks of "natural" and synthetic toxicants. Prerequisite: Chemistry 230, or consent of the instructor. Offered: spring semester, staff permitting.

CHEMISTRY 332. (3)

MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. The major classes of drugs discussed are various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and antineoplastic agents. Prerequisite: Chemistry 231 or consent of the instructor. Offered: staff permitting.

CHEMISTRY 335. (3)

BIOCHEMISTRY. An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. Students who have received credit for Biology 311 may not receive credit for Chemistry 335. Prerequisites: Chemistry 231 and Biology 110 and 151, or consent of the instructor. Offered: fall semester of even-numbered years. (Cross-listed as Biology 311 in the fall semester of odd-numbered years.)

CHEMISTRY 336. (3)

BIOCHEMISTRY II. An extension of the topics in Biochemistry I (Chemistry 335, cross-listed as Biology 311). Topics include metabolic mechanisms, molecular signaling, bioinformatics, DNA, RNA and proteins biosynthesis, the molecular basis of the senses, and the chemical operation of the immune system. Extensive use is made of international databases, molecular visualization, and evaluation methods. Prerequisite: Chemistry 335 or Biology 311. Offered: spring semester of odd-numbered years.

CHEMISTRY 340-341. (3-3)

PHYSICAL CHEMISTRY I, II. The theoretical principles of chemistry are developed and used to explain selected chemical phenomena. Chemistry 340 considers thermodynamics, statistics, and kinetics; Chemistry 341 considers introductory quantum mechanics and statistical mechanics. Prerequisites: for Chemistry 340, Chemistry 110 and Mathematics 142; for Chemistry 341, Chemistry 340. Corequisite: for Chemistry 340, Physics 131. Offered: 340 in the fall semester; 341 in the spring semester.

CHEMISTRY 342. (3)

PHYSICAL CHEMISTRY III. The quantum mechanics introduction of Physical Chemistry II is extended to molecular systems and used in the prediction of chemical and spectroscopic properties. The theoretical basis of spectroscopic techniques is examined. Prerequisite: Chemistry 341. Offered: spring semester, staff permitting.

CHEMISTRY 420. (3)

ADVANCED INORGANIC CHEMISTRY. Basic theoretical concepts of inorganic chemistry applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 340. Offered: fall semester.

CHEMISTRY 440-441. (3-3)

CHEMICAL INSTRUMENTATION AND ANALYSIS. Principles of instrumental chemical investigation and analysis, and analytical methodology. Topics include basic concepts of electronics applied to chemistry; introduction to analog and digital signal enhancement techniques; computer-assisted acquisition, manipulation, and presentation of data; survey of spectroscopic, electrochemical, mass spectrometric, and chromatographic methods of analysis. Prerequisite: Chemistry 341, or consent of the instructor. Offered: 440 in the fall semester; 441 in the spring semester

TECHNIQUES TRACK**CHEMISTRY 151-152. (1-1)**

TECHNIQUES OF CHEMISTRY. An extended project involving the independent synthesis and analysis of a coordination compound, requiring the use of library facilities, volumetric and gravimetric techniques of quantitative analysis, and introductory spectroscopic techniques. Two second-

semester projects identify unknown compounds using chemical and spectroscopic techniques. Breakage deposit: \$35.00. Prerequisite: Chemistry 151 for 152. Corequisite: Chemistry 103 or 110. Offered: 151 in the fall semester; 152 in the spring semester.

CHEMISTRY 251-252. (1-1)

INTERMEDIATE LABORATORY. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretations of results. Projects and techniques are drawn largely from analytical, synthetic, and physical organic areas. The design of synthesis procedures and separation schemes is emphasized, and rate studies are correlated to mechanisms. Analytical techniques applied include gas and liquid chromatography, infrared spectroscopy, UV-visible spectrophotometry, nuclear magnetic resonance, and mass spectrometry. Breakage deposit: \$35.00. Prerequisite: Chemistry 151. Chemistry 251 is prerequisite to Chemistry 252. Corequisites: Chemistry 230-231. Offered: 251 in the fall semester; 252 in the spring semester.

CHEMISTRY 351-352. (2-2)

ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical, computational, inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition, and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352 and 451-452 form a four-semester sequence in which students work each semester with a different member of the department. Breakage deposit: \$35.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 362. (1)

INTRODUCTION TO HONORS RESEARCH. The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who supervises the honors research project in Chemistry 461-462.

Prerequisites: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

CHEMISTRY 451-452. (2-2)

ADVANCED LABORATORY II. The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$35.00. Prerequisite: Chemistry 352. Corequisite: Chemistry 440, or permission of the instructor. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3)

HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 362, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Prerequisites: Chemistry 352, Chemistry 362, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3)

HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 362, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Prerequisites: Chemistry 461 and consent of the instructor. Offered: on demand.

CLASSICS

Professor Arieti; Associate Professor Siegel; Assistant Professor Widdows

Chair: James A. Arieti

The requirements for a major in Greek are at least 30 hours, including 12 hours in Greek above the elementary level, of which 6 hours must be in courses at the 300-level or above, History 271, and the capstone course, Classics 480. The additional hours may be selected from courses in Greek (above the 200-level), Latin, and Classical Studies; History 272; Fine Arts 110; Philosophy 210; and Government and Foreign Affairs 310.

The requirements for a major in Latin are at least 30 hours, including 12 hours in Latin above the elementary level, of which 6 hours must be in courses at the 300-level or above, History 272, and the capstone course, Classics 480. The additional hours may be selected from courses in Latin (above the 200-level), Greek, and Classical Studies; History 271; Fine Arts 110; Philosophy 210; and Government and Foreign Affairs 310.

The requirements for a major in Greek and Latin are at least 36 hours, including at least 12 hours in each language, including 6 in one at the 300-level or above, History 271 and 272, and the capstone course, Classics 480. The additional hours may be selected from courses in the Greek and Latin languages (above the 200-level), courses in Classical Studies, Fine Arts 110, Philosophy 210, and Government and Foreign Affairs 310.

The requirements for a major in Classical Studies are at least 30 hours, including at least 6 hours of Greek or Latin above the elementary level, and the capstone course, Classics 480. The additional hours may be selected from courses in the Greek and Latin languages (if these are in the language used to satisfy the language portion of this major, they must be above the 200-level); courses in Classical Studies; History 271, 272; Fine Arts 110; Philosophy 210; and Government and Foreign Affairs 310.

For any of the majors, in the second semester of the junior year or the first semester of the senior year, students must enroll in Classics 480, the capstone course, and take another course in the major as a corequisite. The corequisite course must cover general material on which the capstone is based.

A minor in Greek or Latin requires six hours in the language at the 300-level or above and twelve hours selected from courses in Greek or Latin (if they

are in the language used to satisfy the language portion of the concentration, they must be at the 300-level or above); courses in Classical Studies; History 271, 272; Fine Arts 110; Philosophy 210; and Government and Foreign Affairs 310.

A minor in Classical Studies requires six hours in either Greek or Latin at the 200-level or above and twelve hours selected from courses in Greek or Latin (if they are in the language used to satisfy the language portion of the concentration, they must be at the 300-level or above); courses in Classical Studies; History 271, 272; Fine Arts 110; Philosophy 210; and Government and Foreign Affairs 310.

GREEK

GREEK 101-102. (3-3)

ELEMENTARY GREEK. A foundation course in the vocabulary, forms, and grammar of classical Greek, preparing the student to read standard authors. Emphasis is given to the development of the student's command of English by comparative and contrastive exercises and to the appreciation of Greek cultural values by close study of significant vocabulary. Prerequisite for 101: none; prerequisite for 102: Greek 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3)

INTERMEDIATE GREEK. A continuing study of grammar and vocabulary is integrated with the reading and analysis of unadapted prose and verse. Prerequisites: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301-302. (3-3)

MASTERPIECES OF GREEK LITERATURE. The selection of authors and texts is at the discretion of the instructor. Prerequisite: Greek 202 or equivalent. Offered: 301 in the fall semester; 302 in the spring semester.

GREEK 303. (3)

THE GREEK BIBLE. Close study of passages from the Septuagint, the Synoptic Gospels, Acts, and perhaps some other books. Due attention is given to peculiarities of *koiné* Greek and to textual problems, especially those with theological implications. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 401-408. (3 each semester)

ADVANCED READINGS IN GREEK

LITERATURE. These courses are devoted to intensive study of individual authors such as Homer, Aeschylus, Sophocles, Plato, Aristotle, Thucydides, Aristophanes, Menander, or to literary genres such as epic poetry, lyric poetry, philosophy, biblical literature. Offered: on sufficient demand.

GREEK 411. (3)

GREEK COMPOSITION AND GRAMMAR.

Prerequisite: a third-year Greek course or equivalent, or permission of the instructor. Offered: on sufficient demand.

LATIN

LATIN 101-102. (3-3)

ELEMENTARY LATIN. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on expanding the student's vocabulary and grasp of language structure. Prerequisite for 101: none; prerequisite for 102: Latin 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3)

INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisites for 201: Latin 101-102, or equivalent; for 202: Latin 201, or equivalent. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301-302. (3-3)

MASTERPIECES OF LATIN LITERATURE. The selection of authors is at the discretion of the instructor. Prerequisite: Latin 202 or equivalent. Offered: 301 in the fall semester; 302 in the spring semester.

LATIN 401-408. (3 each semester)

ADVANCED READINGS IN LATIN

LITERATURE. The courses are devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epistolography, history. Prerequisite: a third-year Latin course or equivalent. Offered: on sufficient demand.

LATIN 411. (3)

LATIN COMPOSITION AND GRAMMAR.

Prerequisite: a third-year Latin course or equivalent, or permission of the instructor. Offered: on sufficient demand.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek and do not carry language credit.

CLASSICAL STUDIES 201. (3)

ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen.

CLASSICAL STUDIES 202. (3)

CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: alternate spring semesters.

CLASSICAL STUDIES 203. (3)

GREEK LITERATURE IN TRANSLATION.

Reading and discussion of major works of classical Greek literature. Literary themes and techniques are considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3)

LATIN LITERATURE IN TRANSLATION.

Reading and discussion of major works of classical Latin literature. Literary themes and techniques are considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

CLASSICAL STUDIES 301. (3)

HUMANISM IN ANTIQUITY. An intellectual history of the ancient world, ranging from Hesiod's *Theogony*—an account of the genesis of the Greek Gods—to Boethius, the man who undertook to synthesize Plato and Aristotle. Readings include works by major figures, like Herodotus, Plato, and

Augustine, as well as some by minor figures, like Minucius Felix and Basil. Emphasis is placed on such questions as what the ancients meant by "happiness," "human," and "nature," and how their views developed under paganism and Christianity. Prerequisite: Any of the following: Western Culture 101; History 271, 272; Latin or Greek at the 200-level or above; any Classical Studies course; or permission of the instructor. Offered in spring semester of alternate years.

CLASSICAL STUDIES 302. (3)

THEMES IN THE CLASSICAL TRADITION.

A study of Greek and Roman themes in the ancient world and in Western and other cultures. The course may focus on a genre (e.g., epic), character (e.g., Hercules), theme (e.g., revenge), location (e.g., Olympia), or idea (e.g., progress). Students study a variety of materials, which may include literature, art, music, and film. Prerequisites: Any Classical Studies course or permission of the instructor. Offered in rotation with Classics 301 and 303.

CLASSICAL STUDIES 303. (3)

LIFE IN THE ANCIENT WORLD. A study of the material life of the ancients that focuses on the way people lived and confronted their environment. Topics may include both the humdrum artifacts of everyday life and the grand religious and political monuments left by the great civilizations, as well as ancient trade and agriculture, plagues and famines, city-planning, and engineering. Materials studied include those in the literary, epigraphic, archaeological, and artistic record. Prerequisites: Any Classical Studies course or permission of the instructor. Offered in rotation with Classics 301 and 302.

CLASSICAL STUDIES 480. (1)

CAPSTONE SEMINAR FOR CLASSICAL STUDIES, LATIN, LATIN AND GREEK, AND GREEK MAJORS. In this course, students engage a special topic in their specific major and select individual research topics on which to do guided independent work resulting in a substantial critical research paper. Students are normally expected to complete this course in the spring of the junior year or the fall of the senior year. Corequisite: Any junior or senior level course in Classical Studies, Latin, or Greek. Offered: each semester.

HISTORY 271. (3)

GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of

Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and does not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester of even-numbered years.

HISTORY 272. (3)

ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. This course does not assume a knowledge of Latin and does not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester of odd-numbered years.

LINGUISTICS 301. (3)

DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3)

HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 401. Offered: on sufficient demand.

ECONOMICS

*Professors Carilli, Gibson, Thornton, Townsend;
Associate Professors Dempster, Isaacs, Schwartz;
Assistant Professors Dirmeyer, Zhao*

Chair: Saranna Thornton

Students may choose from one of three majors: Economics, Economics and Commerce, and Mathematical Economics. The requirements for all students majoring in Economics or Economics and Commerce are 30 hours in Economics, to include Economics 101, 103, 301, and 303, and, in addition, Mathematics 121 (or a higher level Statistics course) and 140 (or a higher level Calculus course). Students are expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year.

Beyond these specific courses, the Economics major requires the student to take Economics 401 and 402, and the Economics and Commerce major requires Economics 222, 231, 233, 241, 421, and 422. The Mathematical Economics major requires 21 hours in Economics to include Economics 101, 103, 301, 303, 306, and 308, and, in addition, Mathematics 121, 141, 142, 231, and 242, and Computer Science 261.

No more than six hours of Economics courses at the 100-level may be applied toward any Economics degree.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS 101. (3)

INTRODUCTION TO ECONOMICS. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (3)

MONEY AND BANKING. Analysis of the fractional reserve banking system and its place in financial markets and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policies are examined in the light of Macroeconomic theory. Prerequisite: Economics 101. May not be taken by a student who has had Economics 303, except with permission of the instructor. Offered: each semester.

ECONOMICS 201. (3)

COMPARATIVE ECONOMIC SYSTEMS. An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth.

Prerequisite: Economics 101.

ECONOMICS 202. (3)

HEALTH ECONOMICS AND POLICY. An economic analysis of markets for health care and the participants in those markets (e.g., government, insurers, health care providers, and patients). The course uses economic analysis to examine some of the unique characteristics of markets for health care, including high levels of uncertainty, asymmetric information, externalities, and the government's unusually large presence in the market. Prerequisite: Economics 101.

ECONOMICS 203. (3)

GENERAL ECONOMIC HISTORY. Study of the historical origins and subsequent spread of modern economic growth in Western Europe and North America, with an emphasis on 18th and 19th century experience. Prerequisite: Economics 101.

ECONOMICS 204. (3)

TOPICS IN ECONOMIC HISTORY. This course explores historical events of economic significance and examines them using the tools of economic analysis. Potential topics include, but are not limited to, the 20th century U.S. economy; the rise and fall of communism; the history of financial markets; and the role of the entrepreneur in economic development. Prerequisite: Economics 101.

ECONOMICS 205. (3)

HISTORY OF ECONOMIC THOUGHT. A survey of the development of economics from Plato and Xenophon through marginalism. Emphasis is on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 206. (3)

TOPICS IN THE HISTORY OF ECONOMIC THOUGHT. This course explores methodological subjects in the history of economic thought, focusing on important economic thinkers and the context in which their ideas developed and evolved. Potential topics include, but are not limited to, capitalism and Marxism; classical and Keynesian

economic thought; and theories of growth and development. Prerequisite: Economics 101.

ECONOMICS 208. (3)

PUBLIC FINANCE. An analysis of the process of government decision-making and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 209. (3)

TOPICS IN POLITICAL ECONOMY. This course adapts and applies the tools of economics to what are often considered non-economic questions and employs economic analysis to explore related public-policy problems. Potential topics include, but are not limited to, war, peace, and conflict resolution; poverty; crime and punishment; and democracy and voting systems. Prerequisite: Economics 101.

ECONOMICS 210. (3)

ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 211. (3)

LABOR ECONOMICS AND LABOR RELATIONS. The course examines outcomes in the labor market and their causes. Topics covered vary from year to year, but are selected from the following: wage determination; labor supply decisions; firms' employment decisions; the impact of education and human capital investment, migration and immigration, unemployment, welfare programs, theories of workplace discrimination, and the employment-at-will doctrine; and the impact of government regulation of labor markets. Prerequisite: Economics 101.

ECONOMICS 212. (3)

ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies are used to illustrate, and require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 213. (3)

ECONOMICS OF THE LAW. Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 214. (3)

INTRODUCTION TO INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST. An examination of the structure, conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 215. (3)

URBAN AND REGIONAL ECONOMICS. Economic analysis of the location and growth of urban and regional areas with emphasis on public-policy issues. Discussion of land-use patterns, measurement and change in regional economic activity, and urban problems, such as transportation, housing, poverty, and crime. Special attention is placed on local fiscal behavior, overlapping jurisdictions and the provision of local public goods, and intergovernmental fiscal relations. Prerequisite: Economics 101.

ECONOMICS 216. (3)

AUSTRIAN ECONOMICS. This course develops the methodological foundations of the Austrian school. From these foundations the course investigates the Austrian view on value theory and social costs and benefits, entrepreneurship, competition and monopoly, the socialist calculation debate, capital and interest, money and monetary institutions, business cycle theory, and wages and unemployment. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 217. (3)

ECONOMICS OF SPORTS. Economic analysis of individual, team, and league sports. This course focuses not only on the market structure and industrial organization of sports leagues, but also addresses the public finance issues of municipal stadium construction and the labor issues involved with free agency and salary caps. Prerequisite: Economics 101.

ECONOMICS 218. (3)***DISEQUILIBRIUM, MONEY, AND***

MACROECONOMICS. This course provides an overview of macroeconomic theories and policies based on (the concept of) disequilibrium in markets for money and capital. Attention will be paid to both seminal literature and recent advances in the field. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 219. (3)

GAME THEORY. This course introduces a game theoretical framework to analyze strategies adopted by consumers, firms, or governments when there are competing interests or ends and the outcomes depend on the actions chosen by all of the participants. Topics include simultaneous move, sequential move, perfect information, imperfect information, and bargaining games. Class sessions often involve experiments. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 222. (3)***NATURE, MANAGEMENT, AND***

ENVIRONMENT OF BUSINESS. An introductory survey of the organization and management of the business enterprise, with an emphasis on the functional areas. Prerequisites: Economics 101 and sophomore standing. Offered: each semester.

ECONOMICS 231. (3)***FINANCIAL ACCOUNTING AND ANALYSIS.***

A comprehensive introduction to the fundamental principles and procedures of financial accounting. Emphasis is placed on the description, derivation, and interpretation of the primary financial statements. Prerequisite: Economics 101. Offered: each semester.

ECONOMICS 233. (3)***MANAGERIAL ACCOUNTING AND ANALYSIS.***

Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis is placed on managerial accounting techniques. Prerequisite: Economics 231. Offered: each semester.

ECONOMICS 241. (3)

CORPORATE FINANCE. The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, asset valuation, derivatives, and international applications. Prerequisite: Economics 103; Economics 231 (or

equivalent) is recommended but not required. Offered: each semester.

ECONOMICS 261. (3)

INTERNATIONAL TRADE. This course examines theories of trade pattern, trade-related policies in competitive and non-competitive markets, the effects of trade liberalization and economic integration, trade policies by developed and developing nations, and international factor movements. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 262. (3)

INTERNATIONAL FINANCE. This course examines international financial theory and policy. Topics include foreign exchange markets; fixed and flexible exchange-rate regimes; the international monetary system and the IMF; international capital flows and capital controls; macroeconomic analysis of prices, output, and interest rates in an open economy; international coordination of macroeconomic policy; balance of payment accounts and the macroeconomic effects of capital or current account surpluses or deficits; and immigration. Prerequisite: Economics 103. Offered: spring semester.

ECONOMICS 263. (3)***THE INTERNATIONAL BUSINESS***

ENVIRONMENT. This course is a survey of international business issues and strategies. Subject areas include issues related to the economic, political, and human environments of international business. In addition, the functional operations of global firms is examined. Prerequisite: Economics 101.

ECONOMICS 301. (3)***INTERMEDIATE MICROECONOMIC***

THEORY. A study of the theory of consumer behavior, production, and pricing; and comparison of resource allocation in competitive and non-competitive markets. Prerequisites: Economics 101, Mathematics 140 or higher, and junior standing. Offered: each semester.

ECONOMICS 303. (3)***INTERMEDIATE MACROECONOMIC***

THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisites: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 306. (3)

ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive empirical econometric work. Prerequisites: Economics 101 and Mathematics 121. Offered: fall semester.

ECONOMICS 308. (3)

MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics 301 and Mathematics 141. Offered: spring semester.

ECONOMICS 331. (3)

FINANCIAL STATEMENT ANALYSIS. This course covers issues associated with the analysis and interpretation of financial statements, with particular emphasis placed upon understanding the economic characteristics of a firm's business, the strategies the firm selects to compete in each of its businesses, and the accounting procedures and principles underlying the financial statements. Prerequisite: Economics 231. Economics 241 is strongly recommended. Offered: spring semester.

ECONOMICS 341. (3)

FINANCIAL MARKETS AND INVESTMENT ANALYSIS. This course begins with a detailed examination of the securities market and basic portfolio theory. Additional topics include index models of portfolio selection, market equilibrium analysis and efficiency, stock valuation, and performance evaluation. Prerequisite: Economics 241.

ECONOMICS 342. (3)

FINANCIAL MODELING AND SIMULATION. This course introduces the techniques of financial modeling and their application to concepts such as financial forecasting, efficient portfolios, capital asset pricing, default-adjusted bond returns, bond duration, and derivative pricing (including option contracts and the Black-Scholes Pricing Model). The coursework is centered on the completion of extensive Excel-based projects that require both theoretical and practical knowledge of the financial concepts involved. Prerequisite: Economics 241.

ECONOMICS 343. (3)

STUDENT-MANAGED INVESTMENT FUND. In this course participants in Tigerfund act as managers of an actual equity investment fund using money contributed for this purpose by the College. They are required to carry out and document trades, file weekly reports, and prepare and present an annual report summarizing their investment activities. Prerequisites: Economics 241 and participation in Tigerfund in the preceding summer and fall semester. Corequisite: Economics 341 or 342. Offered: spring semester.

ECONOMICS 395. (1, 2, or 3)

INTERNSHIP. Internship opportunities are made available to qualified students in the belief that learning which involves both the classroom and the larger world is especially valuable for the student. Combines work (normally done in the summer before the student's senior year) with ongoing course work and the production of a substantial research paper on a related issue. This paper, a daily journal, and the worksite supervisor's evaluation serve as the basis for the internship grade. However, the granting of credit for an internship remains at the discretion of the sponsoring faculty member. To qualify, a student must have a grade-point average of at least 2.7 at the time of application and must have taken at least nine hours of Hampden-Sydney Economics courses or the equivalent before the internship begins. May not be included in the 30 hours required for the major.

ECONOMICS 401. (3)

SEMINAR IN ECONOMIC FORECASTING. A capstone course in economics, the seminar combines economic theory and econometric technique for the task of modeling and forecasting trends in both industry-level and aggregate economic activity. Prerequisites: Economics 301 and 303. Offered: fall semester.

ECONOMICS 402. (3)

SEMINAR IN PUBLIC-POLICY ANALYSIS. A seminar designed primarily for seniors concentrating in General Economics and intended to explore the application of economic analysis to a variety of public-policy issues. Prerequisite: Economics 401, or permission of the instructor. Offered: spring semester.

ECONOMICS 421. (3)

MANAGERIAL ECONOMICS AND DECISION MAKING. Application of microeconomic decision

tools to managerial problems of the firm. The class time is divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

ECONOMICS 422. (3)

SEMINAR IN BUSINESS ISSUES. The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisites: Economics 222, 231, 241, and senior standing, or permission of the instructor. Offered: spring semester.

ENGLISH

Professors Bagby, Hardy, K. Weese; Associate Professors Davis, Varholý; Assistant Professors Nowlin, Perry

Chair: Evan R. Davis

The requirements for a major in English are 34 hours. These hours must include one semester of History of English Literature (211 or 212); one semester of American Literature (221 or 222); one course in the "literature of difference" (English 224, 226, 228, 230, or 340); one semester of Shakespeare (333 or 334); a period course (English 300, 301, 302, 303, or 304); any upper-level elective literature course, including author, genre, or special topics courses at the 300- or 400-level; Literary Criticism (English 380); and three elective courses (two in literature before 1900; one elective may be in creative writing). It is strongly recommended that students take Literary Criticism in the junior year. In the second semester of his junior year or the first semester of his senior year, each major must enroll in English 480, the Capstone Seminar, and take as a corequisite English 481, the Research Methods Seminar. At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. Prospective majors are strongly encouraged in the freshman or sophomore year to take a literature course numbered below 211. English courses taken at other institutions and presented for major credit must be approved in writing by the Department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

The requirements for a minor in Creative Writing are 15 hours, including a minimum of four creative-writing courses from among English 250, 252, 350, and 352; and Rhetoric 301. Two of the courses must include both the beginning and advanced levels of either poetry or fiction (250 and 350, or 252 and 352). In addition, each student must take a literature course that focuses on the genre in which the student chooses to specialize. English majors who elect to complete this minor are allowed to count one course towards both the English major and the Creative Writing minor. Students completing the Creative Writing minor who elect also to complete the Rhetoric minor (see under Rhetoric) are allowed a one course overlap.

Note: All 300- and 400-level courses have the following prerequisite: any 100-level or 200-level literature course in the Department of English, or consent of the instructor.

ENGLISH 180. (3)

INTRODUCTION TO LITERATURE. This course presents ways of understanding and interpreting literature. It is also an introduction to the main kinds of writing: fiction, poetry, and drama. Students learn and develop techniques of analysis so that they can find meaning in literature; they also learn how to write critical interpretations of the works they read. Prerequisite: none. Freshmen and sophomores only. Offered: each semester.

ENGLISH 204. (3)

AMERICAN NATURE WRITING. A study of selected American works which deal with the relationship between human beings and the natural world. The course is an examination of American attitudes toward the uses of nature—as a source of delight, of ethical wisdom, and of revelation in some larger sense—and of the methods by which the individual can prepare himself to receive such benefits. Authors include Cooper, Emerson, Thoreau, Frost, Cather, Faulkner, and Silko. Prerequisite: none. Offered: spring semester of odd-numbered years.

ENGLISH 206. (3)

LITERATURE AND YOUTH. A study of the *Bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Wolfe, Ellison, Hemingway, Updike, Conrad, and others. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 207. (3)

LITERATURE OF WAR. Major literary works concerning war are studied, with special attention to the ways in which war has occasioned great literature and to such recurring themes as suffering and heroism. Reading is concentrated in works of the nineteenth and twentieth centuries but includes works of the ancient, medieval, and Renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, and Vonnegut. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 209. (3)

THE SHORT NOVEL. This course includes British, European, American, and South American authors and works. Students read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Gabriel García Márquez. Prerequisite: none. Offered: fall semester of even-numbered years.

ENGLISH 211-212. (3-3)

THE HISTORY OF ENGLISH LITERATURE. The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 211 in the fall semester; 212 in the spring semester.

ENGLISH 221-222. (3-3)

AMERICAN LITERATURE. A general study of American literature from colonial times through the Civil War (221) and from the Civil War to the present (222). We focus especially on major figures: Hawthorne, Melville, Emerson, Thoreau, Douglass, and Whitman; Dickinson, Twain, Frost, Stevens, Hughes, Faulkner, Baldwin, and others. Prerequisite: none. Offered: 221 in the fall semester; 222 in the spring semester.

ENGLISH 224. (3)

INTRODUCTION TO AFRICAN-AMERICAN LITERATURE. The works of major African-American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to African-Americans. Poetry (from Dunbar to Rita Dove) and fiction (from Toomer to Morrison) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: fall semester of odd-numbered years.

ENGLISH 225. (3)

LITERATURE OF THE SOUTH. This course examines Southern literature with attention to the idea of the "Southern" writer as a geographical, cultural, and historical distinction. Within this

broadest category, the course explores differences of region, race, class, and gender. Readings include major literary genres (fiction, poetry, drama) as well as other cultural constructions of the South. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 226. (3)

WOMEN AND LITERATURE. A study of gender as a significant force in shaping literature, affecting form, content, and style in works by both men and women worldwide. Themes include gender roles, past and present; family relationships; the women's movement as a cultural phenomenon; and male and female literary "voices." Works by various authors are considered, ranging from Jane Austen, Virginia Woolf, and Alice Walker to Charles Dickens, D. H. Lawrence, and William Styron. Prerequisite: none. Offered: fall semester of even-numbered years.

ENGLISH 228. (3)

POSTCOLONIAL LITERATURE. This course explores definitions of Postcolonialism through literature from places that are not normally canonized in Western literature courses. For example, students might read texts from India, Australia, and Africa as well as from Canada, Latin America, and the Caribbean. Readings will come primarily (but not exclusively) from the twentieth century and cover a variety of genres. Themes that the course investigates include the idea of nationality, the construction of history, categories of race and class, the complexities of cultural inheritance, and problems of narrative transmission. What does it mean to come from a certain place? Who gets to tell the history of a given country? What do governments and national identity have to do with storytelling and art? Prerequisite: none. Offered: spring semester of even-numbered years.

ENGLISH 230. (3)

MULTI-ETHNIC AMERICAN LITERATURE. Through fiction, poetry, drama, and essays, this course explores the literary imaginations of writers who are members of two different cultures and analyzes how these writers express their sense of identity and locate themselves in relation to the dominant culture. The course addresses some combination of writings by Jewish-American, Native American, Asian-American, and Chicano/a authors, in some years including them all and in some years focusing more narrowly on the literature of one or two of these groups. The course covers historical and cultural background materials to help students understand the literary themes and

techniques of multi-ethnic writers. Though the bulk of the readings are written by multi-cultural authors, some readings by white American writers about people of other cultures may also be included to show how issues of ethnicity inform much of American literature. Prerequisite: none. Offered: spring semester of odd-numbered years.

ENGLISH 235. (3)

THE ART OF THE ESSAY. A study of the essay as a literary form. Students analyze classic and experimental essays for technique, content, and social and historical context. This is primarily a literature course concerned with careful reading and discussion of published essays by established writers, although students may write one or two literary essays of their own. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 241. (3)

INTRODUCTION TO CINEMA. Drawing on classic through contemporary masterpieces from American and European cinema, this course first teaches students how to read the filmic image and to appreciate film style. It next addresses narrative technique in film, then introduces some critical approaches to understanding film, such as genre and auteur criticism. Finally, the course examines some films in a cultural-studies context. This course does not satisfy the college's literature requirement. Screenings are held at a time different from the class period. Prerequisite: none. Offered: spring semester.

WRITING COURSES

ENGLISH 250. (3)

INTRODUCTORY CREATIVE WRITING: POETRY. A workshop in the craft of writing poetry. The general approach is to examine selected short works as models and to present copies of student writing to the class for discussion and criticism. Prerequisite: none. Offered: fall semester.

ENGLISH 252. (3)

INTRODUCTORY CREATIVE WRITING: FICTION. A workshop in the discipline of writing fiction. Students study the techniques of short-story writers, such as Anton Chekhov and Eudora Welty, to use as models in the writing of their own stories. Prerequisite: none. Offered: fall semester.

ENGLISH 350. (3)

ADVANCED CREATIVE WRITING: POETRY. A workshop in the craft and art of writing poetry.

Classes are a mix of open readings and criticism of student poems, reports, and tutorials. Students are asked to compose a chapbook-length portfolio of their own poetry by the end of the semester. Prerequisite: English 250, or consent of the instructor. Offered: spring semester.

ENGLISH 352. (3)

ADVANCED CREATIVE WRITING: FICTION.

A workshop in the craft of writing fiction. Students move from brief assignments emphasizing the elements of fiction—description, point of view, character, and plot—to the writing of short stories. Prerequisite: English 252, or consent of the instructor. Offered: spring semester.

PERIOD COURSES

ENGLISH 300. (3)

MEDIEVAL ENGLISH LITERATURE. A study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings are in modern translation; knowledge of the Old English and Middle English languages is not required. Offered: spring semester of odd-numbered years.

ENGLISH 301. (3)

LITERATURE OF THE ENGLISH

RENAISSANCE. The course explores masterpieces of this golden age of English literature, including works which supply compelling alternatives to contemporary platitudes about what constitutes greatness. Students consider the architectonic discipline as defended by Sir Philip Sidney, a utopia invented by Sir Thomas More, a wannabe politician illustrated by Ben Jonson, and the Dr. Faustus who sold his soul to the devil in Marlowe's play. Herbert, Donne, Spenser, and others will also figure in the course. Offered: spring semester of even-numbered years.

ENGLISH 302. (3)

EIGHTEENTH-CENTURY LITERATURE.

A critical study of the major writers of the eighteenth century, particularly Pope, Swift, and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic eras. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry,

and miscellaneous prose. Offered: spring semester of even-numbered years.

ENGLISH 303. (3)

THE ENGLISH ROMANTICS. The six major Romantics—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of "the Romantic imagination." Offered: fall semester of even-numbered years.

ENGLISH 304. (3)

VICTORIAN LITERATURE. This course concentrates on the major Victorian poets—Browning, Tennyson, and Arnold—and samples the minor ones. It examines the prose writings of Darwin, Mill, and Arnold; and it peeks into the prose fiction of some significant Victorian novelists—probably Dickens, Anthony Trollope, and a Brontë. Offered: fall semester of odd-numbered years.

GENRE COURSES

ENGLISH 311. (3)

EPIC WRITING. In this course, the nature of the epic and of episodic storytelling is considered. The course will begin with the *Odyssey* and include the *Epic of Gilgamesh* as well as selected texts from the English, American, and broader European traditions. Along the way, a number of questions connected to the epic genre are examined: how epics represent their political and social contexts, how epics establish a fictional world in their opening lines, how this genre uses the episode to isolate and illuminate action or thought, in what ways notions of the heroic evolve as this genre develops in later traditions. The relationship between the epic and different forms of storytelling is also considered—from oral to early writings to mass produced print to visual media—and how differing media shape narrative conventions. Offered: fall semester of odd-numbered years.

ENGLISH 313. (3)

ENGLISH DRAMA. This survey of English drama before 1800 considers the native and continental influences that produced a tradition of drama in English, how the development of standing theatres in 16th-century London led to a flowering of the form, and the resurgence of drama in the 18th century after the dormant Revolutionary years. Readings range from medieval mysteries

and moralities to 18th-century libertine comedy, excluding Shakespeare. Authors may include Machiavelli, Kyd, Marlowe, Jonson, Sheridan, Goldsmith, and Molière. Offered: spring semester of odd-numbered years.

ENGLISH 314. (3)

MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, García Lorca, Brecht, Tennessee Williams, and Arthur Miller. Offered: on sufficient demand.

ENGLISH 316. (3)

MODERN BRITISH AND AMERICAN POETRY. A critical study of major poets of the twentieth century, such as Yeats, Eliot, Frost, Williams, Stevens, Hughes, Levertov, and Ammons. The course is intended less as an historical overview than as a close examination of the poetic worlds of the individual writers. Offered: spring semester of even-numbered years.

ENGLISH 317. (3)

ENGLISH NOVEL. The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read also include Austen, the Brontë sisters, Dickens, and Hardy. Offered: fall semester of odd-numbered years.

ENGLISH 318. (3)

MODERN BRITISH AND AMERICAN NOVEL. Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Offered: spring semester of even-numbered years.

ENGLISH 320. (3)

THE SHORT STORY. Readings are drawn from American, British, and European short stories, and from criticism and theory of fiction. Authors may include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; Joyce, Saki, Maugham, Mansfield, D. H. Lawrence, and H. G. Wells; Maupassant, Chekhov, Pushkin, Kafka, García Márquez, and Thomas Mann. Offered: spring semester of odd-numbered years.

ENGLISH 322. (3)

CONTEMPORARY FICTION. Readings are drawn from the work of major novelists writing

in English since 1945, with emphasis on fiction written since the 1970s. The reading list, which reflects the cultural diversity of highly regarded writers in the contemporary period, evolves as new authors emerge or established figures produce new works of fiction. Authors taught recently include Tim O'Brien, Kazuo Ishiguro, Jane Smiley, Toni Morrison, Julian Barnes, and Cormac McCarthy, among many others. Innovations in narrative technique are considered in relation to the novels' thematic content. Offered: fall semester of even-numbered years.

ENGLISH 323. (3)

CONTEMPORARY POETRY. This course is a survey and study of contemporary poetry. The course will focus on poetry written from the 1970s to the present, though earlier work may be read to provide appropriate perspective. Though mostly centering on English-language verse (primarily American and British writers), the reading list also gives attention to contemporary poetry in translation. The course focuses closely on contemporary form and prosody (not forgetting that free-verse is not free from verse, and that formal poetry is not free of its informalities) as well as content, attempting to take into its ambit a wide range of poets, styles, and concerns. Offered: fall semester of odd-numbered years.

ENGLISH 330. (3)

CHAUCEER. The Canterbury Tales, Troilus and Criseyde, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Offered: fall semester of odd-numbered years.

ENGLISH 333-334. (3-3)

SHAKESPEARE. The early comedies and the histories, the sonnets, and *Venus and Adonis* are treated in the first semester. The "problem plays," the great tragedies, and the romances are read in the second semester. Both courses stress Shakespeare's plays in performance as well as the development of Shakespeare as a literary artist. Offered: 333 in the fall semester; 334 in the spring semester.

ENGLISH 335. (3)

MILTON. A seminar on the writings, life, and times of John Milton. The course begins with close reading of Milton's early works (for example, "L'Allegro," "Il Penseroso," "Lycidas," and *Comus*),

his sonnets, and selected prose, including "Of Education," "Areopagitica," and sections of *Christian Doctrine*. Most of the semester is then devoted to careful study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Offered: fall semester of even-numbered years.

ENGLISH 336. (3)

JANE AUSTEN. A study of Austen's six novels, juvenilia and selected letters critically considered, focusing on her subject of the growth of the mind and on her style. The question of whether Austen is an eighteenth- or nineteenth-century writer, a classic or a romantic artist, a "revolutionary" or a "conservative" is central, but emphasis is on the fiction, not on the revolutionary period in which she lived. Offered: on sufficient demand.

ENGLISH 337. (3)

DICKENS. A study of Dickens's novels and his development as a writer, focusing primarily on the evolution of his style and characterizations, but with some attention also to special topics like Dickens's humor, his social themes, and the serial publication of the novels. At least one of the long novels (*e.g.*, *Bleak House*) is read throughout the semester in its serial parts. Offered: on sufficient demand.

ENGLISH 338. (3)

FAULKNER. Readings for this course include at least five of Faulkner's novels, many short stories, and some Faulkner miscellany, all positioned against the backdrops of Modernism and the American South. The course also includes some shorter works by other 20th-century authors and several critical approaches to this complex and innovative author. Offered: spring semester of odd-numbered years.

ENGLISH 339. (3)

HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Offered: on sufficient demand.

ENGLISH 340. (3)

TONI MORRISON. A study of seven of Morrison's novels, from *The Bluest Eye* to *Paradise*, and selections from her literary criticism, as well as a consideration of criticism written about this Nobel Prize-winning author. Central issues include narrative technique, treatment of race and gender,

and the historical/cultural background of the novels. Offered: spring semester of even-numbered years. [English 340 will satisfy the literature of difference requirement for majors, OR the upper-level or free elective requirement.]

LANGUAGE AND CRITICISM

ENGLISH 380. (3)

LITERARY CRITICISM. A study of critical theories, especially of modern trends in criticism, and an introduction to the practice of critical techniques. Offered: fall semester.

ENGLISH 401. (3)

HISTORY OF THE ENGLISH LANGUAGE

A general introduction to the English language as modern linguistics defines and describes the evolutionary forces that have determined its sound- and form-systems, syntax, and vocabulary. Considerable attention is paid to identifying the diagnostic features of the various phases in the development of the language, to the social and other non-linguistic factors in language development, and to the peculiar history of American English and its dialects. Offered: on sufficient demand.

SEE ALSO UNDER CLASSICAL STUDIES:

Classical Studies 201, English Etymology; and Linguistics 301 and 302, Descriptive and Historical Linguistics.

CAPSTONE EXPERIENCE

In the second semester of his junior year or the first semester of his senior year, each major must enroll in English 480, the Capstone Seminar, and take as a corequisite English 481, the Research Methods Seminar.

ENGLISH 480. (3)

CAPSTONE SEMINAR FOR ENGLISH MAJORS

In this course students engage a special topic in English and select individual research topics on which to do guided independent work resulting in a substantial critical research paper. While the class as a whole covers readings relating to the topic of the course, each student is expected to find further primary and secondary texts related to his own work. During the semester each student gives oral presentations, writes brief thought papers and/or summaries of critical works, and produces drafts of his final essay. The final essay is graded by the course instructor and a second reader from within the department. Students are normally expected

to complete this course in the spring of the junior year or the fall of the senior year. When offered as the capstone, this course may not fulfill other requirements for the major. This course is also linked to a one-hour research methods seminar. Corequisite: English 481. Offered: each semester.

ENGLISH 481. (1)

RESEARCH METHODS SEMINAR FOR

ENGLISH MAJORS. In this course advanced English majors who are working on their capstone projects develop and strengthen the skills they need for independent research. The syllabus for the course is keyed to the schedule in the 480 course. Tasks and topics include developing an annotated bibliography, honing library skills, adhering to citation formats, and designing oral presentations appropriate to literary studies. Special emphasis is placed on effective use of critical discourse and on writing workshops. Corequisite: English 480. Offered: each semester.

FINE ARTS

Professors Kagan¹, Lewis; Associate Professors F. Archer^F, Fox^L; Adjunct Associate Professor Prevo; Assistant Professor Salvage; Lecturers M. Archer, Dubroff, Woody

Chair: David D. Lewis

The requirements for a major in Fine Arts are 33 hours, to include Fine Arts 103, 108, 110 or 111, 420, and 499.

Students may complete the courses required for the major by following one of three possible tracks, or without a track.

For a track in Music, the remaining courses must be chosen from Fine Arts 211, 212, 231, 232, 233, 234, and 302.

For a track in Theatre, the remaining courses must include at least four courses in Fine Arts and be chosen from Fine Arts 208, 210, 303, 305, 308, and 407. Additional courses may be chosen from English 313, 314, 333, and 334; French 401; German 401; Spanish 405 and 408.

For a track in Visual Arts, the remaining courses must be chosen from Fine Arts 206, 214, 215, 216, 217, 218, 219, 304, 306, 314, 315, 317, 318, and 319.

The department of Fine Arts offers two minors, one in the Visual Arts and one in Theatre.

The requirements for a minor in the Visual Arts are 15 credit hours from the Fine Arts courses listed below, including at least one studio, one history, and two 300-level courses: Fine Arts 110 (The History of Western Art I), Fine Arts 111 (The History of Western Art II); Fine Arts 206 (Western Art of 19th & 20th Centuries), Fine Arts 214 (Introduction to Photography), Fine Arts 215 (Beginning Drawing), Fine Arts 218 (Color and Two-Dimensional Design), Fine Arts 219 (American Photography); Fine Arts 304 (Topics in Visual Art: Lecture), Fine Arts 306 (Topics in Visual Art: Studio), Fine Arts 312 (Digital Photography), Fine Arts 314 (Intermediate Photography), Fine Arts 315 (Intermediate Drawing), Fine Arts 317 (Indirect Painting), Fine Arts 318 (Direct Painting), Fine Arts 319 (Portraiture).

The requirements for a minor in Theatre are 15 credit hours from the courses listed below, including at least three Fine Arts offerings: Fine Arts 108 (Introduction to Theatre), Fine Arts 208 (Acting), Fine Arts 210 (Asian Theatre), Fine Arts 303 (Topics in Theatre Theory and Literature), Fine Arts 305

(*Topics in Theatre Practice*), Fine Arts 308 (*Directing*), Fine Arts 407 (*Theatre Design and Technology*); English 313 (*English Drama*), English 314 (*Modern Drama*), English 333 (*Shakespeare I*), English 334 (*Shakespeare II*); French 401 (*French Theatre*), German 401 (*German Theatre*), Spanish 405 (*Twentieth Century Latin American Theatre*), Spanish 408 (*Theatre of the Golden Age*).

Students interested in going into arts management may want to consider Economics 101 as the prerequisite for the following helpful courses: Economics 222, 231, or 241; and may also want to consult with the chair of the Department of Fine Arts about courses in the Sweet Briar Arts Management Program.

FINE ARTS 100. (3)

FUNDAMENTALS OF MUSIC. This course introduces students to the fundamentals of music notation and music theory. Students learn how to read treble and bass clefs, construct scales, identify key signatures and intervals, and write chord progressions. Students develop their ability to recognize musical structures aurally through taking musical dictation and acquiring basic keyboard skills. Prerequisite: none. Offered: each semester.

FINE ARTS 101. (1)

MUSIC READING AND SINGING. The purpose of this course is to teach the ability to read music by applying in all class drill and practice the movable-do system of solmization and the English system of chanted and sung rhythmic syllables. Students practice reading music, in treble and bass clefs, of graded difficulty. Fundamentals of singing also are studied and applied. Prerequisite: none. Offered: on sufficient demand.

FINE ARTS 103. (3)

INTRODUCTION TO MUSIC LITERATURE. The aim of this lecture course is to develop listening skills, musical understanding, and knowledge of the standard repertoire. It examines music in its historical and cultural contexts through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: each semester.

FINE ARTS 105. (3)

INTRODUCTION TO THE VISUAL ARTS. This is an introductory lecture course in art appreciation, involving study and analysis of the various visual arts and their historical and contemporary

relationship to society. No special artistic ability is required. The course is open to all students. Prerequisite: none.

FINE ARTS 108. (3)

INTRODUCTION TO THEATRE. This is a general survey lecture course which aims to familiarize students with the history and practice of western theatre. Plays are studied chronologically from the Greeks to contemporary playwrights. Geographical coverage includes theatre of the world from Asia to South America. Students also participate in hands-on theatrical activities, ranging from playwriting to staging scenes. No previous theatrical experience is expected. Prerequisite: none. Offered: each semester.

FINE ARTS 110. (3)

HISTORY OF WESTERN ART I: ANCIENT TO MEDIEVAL. This introductory lecture course surveys the artistic traditions of ancient and medieval Europe framed against the art and architecture of ancient Near East and Egypt. Students examine representative works in their historical contexts and consider the ways art and architecture function as carriers of cultural meaning. Prerequisite: none. Offered: fall semester.

FINE ARTS 111. (3)

HISTORY OF WESTERN ART II: RENAISSANCE TO MODERN. This introductory lecture course surveys painting, sculpture, and architecture in Europe and America from the early Italian Renaissance to the middle of the twentieth-century. Students examine representative works in their historical contexts and consider the ways art and architecture function as carriers of cultural meaning. Prerequisite: none. Offered: spring semester.

FINE ARTS 205. (3)

MEDIEVAL ART AND ARCHITECTURE. This lecture course focuses on the architecture, sculpture, painting, and decorative arts produced in Europe between the fourth century and the early fourteenth century. While principally a survey of ecclesiastical architecture, it also includes castles and fortifications. Emphasis is on the construction, composition, and iconography of the monuments so that students develop skills in visual analysis and interpretation. Prerequisite: Western Culture 102 or Fine Arts 110 or permission of the instructor. Offered: fall semester of odd-numbered years.

FINE ARTS 206. (3)

WESTERN ART OF THE 19TH AND 20TH

CENTURIES. This lecture course focuses on the painting, sculpture, and architecture of Europe and North America in the modern age, presented in the context of contemporaneous philosophical thought and historical events. Prerequisite: Fine Arts 105, 111, or permission of instructor.

FINE ARTS 208. (3)

ACTING. This studio course introduces students to acting, including basic proficiency in movement and vocal techniques. Students develop an approach to character and an understanding of theatre through extensive play-reading, scene work, and in-depth script analysis. The course also hones memorization, oral proficiency, and presentation skills. Prerequisite: none. The course is normally offered in the fall semester.

FINE ARTS 210. (3)

ASIAN THEATRE. This lecture course introduces students to the rich traditional theatre of various Asian countries, including India, China, and Japan. Historical and cultural analysis provides the context for detailed study of dramatic theory and scripts in translation. Students also are exposed to the different performance techniques through practical workshop sessions and video presentations. Students participate in hands-on theatrical activities, ranging from playwriting to staging scenes. No previous theatrical experience is expected. Prerequisite: none. Offered: spring semester of even-numbered years.

FINE ARTS 211-212. (3-3)

MUSIC THEORY I and II. These lecture courses are designed to teach the theoretical fundamentals of music as well as to refine music reading, writing, and analytical skills. Classwork regularly involves critical listening and exercises in music reading and writing. Topics include notation, scales, harmonic functions, basic counterpoint, basic musical forms, sight-reading, melodic-rhythmic dictation, and score study. Fine Arts 212, as an advanced continuation of 211, concentrates on study and analysis of the larger musical forms. Prerequisite: Fine Arts 100, or permission of the instructor. Fine Arts 211 is the normal prerequisite for Fine Arts 212. Offered: 211 in the fall semester; 212 in the spring semester.

FINE ARTS 214. (3)

INTRODUCTION TO PHOTOGRAPHY. This is a studio course, with projects and readings

that explore both the history and aesthetics of photography as a fine art. Along with instruction in using a 35mm camera and processing and printing photographs, this course deals with the sharpening of visual perception and emphasizes the creative use of photographic technique. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: none. Offered: each semester.

FINE ARTS 215. (3)

BEGINNING DRAWING. This is a studio course, concerned with the development of basic rendering (such as linear perspective and contour drawing) in accordance with the concepts of art. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: none. Offered: each semester.

FINE ARTS 218. (3)

COLOR AND TWO-DIMENSIONAL DESIGN.

This is a studio course which introduces and explores the use of color theory and the visual elements of line, shape, value, texture, and space in the visual arts and design. Drawing skills are not emphasized, though they would not be a disadvantage. Projects and problem solving include both fine arts assignments and graphic design applications. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: none.

FINE ARTS 219. (3)

AMERICAN PHOTOGRAPHY. This lecture course examines American photographic representation from mid-19th-century experimental processes to the current digital age. The study of the role of photography in the United States is used to explore themes in the arts, social and political history, popular culture, and personal expression. Readings, discussion, portfolio viewings, oral and written reports, and visits to photographic exhibitions compose the course of study. Prerequisite: none. Offered: spring semester of odd-numbered years.

FINE ARTS 231. (3)

MUSIC OF THE TWENTIETH CENTURY. This lecture course provides an intensive study of the art music of the past century. Significant composers and the musical, historical, philosophical, and social contexts of their works are explored; attendance at several concerts is required. Prerequisite: none. Offered: fall semester of even-numbered years.

FINE ARTS 232. (3)

AMERICAN MUSIC. This lecture course is a survey of the music of the North American colonies and the United States from the 17th century to the present. The course seeks to establish the continuity of American music with the Western European tradition while exploring the diversity of influences from other world cultures. The continuing interactions of classical, folk, and popular music, which give American music its uniqueness, are fully examined. Concert attendance is expected. Prerequisite: none. Offered: spring semester of odd-numbered years.

FINE ARTS 233. (3)

JAZZ HISTORY. This lecture course is an examination of jazz as both a musical and a sociological phenomenon. The course focuses on the musical developments that resulted in the creation of jazz, the major jazz styles from New Orleans origins to the present day, the musicians who perform jazz, and the influence the art of jazz has had on other areas of music. Attendance at a local jazz concert is required. Prerequisite: none. Offered: fall semester.

FINE ARTS 234. (3)

HISTORY OF OPERA. This lecture course is a study of opera from its origins in the work of the Florentine Camerata and Monteverdi, through the more familiar works of Handel, Mozart, Verdi, Wagner, and Puccini, to the contemporary creations of Carlisle Floyd, Philip Glass, John Adams, John Corigliano, William Bolcom, and John Harbison. Films and telecasts of operas are shown, and a field trip to an opera performance is organized. Prerequisite: none. Offered: spring semester of even-numbered years.

FINE ARTS 302. (3)

TOPICS IN MUSIC HISTORY. This lecture course goes into considerable depth in the selected topic, such as music for the keyboard, chamber music, opera, or the works of a single composer or stylistic period. The course emphasizes analysis and interpretation through several written reports, listening and discussion in class, and outside listening. Prerequisite: Fine Arts 103, or permission of the instructor. Offered: spring semester.

FINE ARTS 303. (3)

TOPICS IN THEATRE THEORY AND LITERATURE. This lecture course explores a specific aspect of theatre with an emphasis on

theory or history. The course may concentrate on a particular playwright (e.g., Shakespeare), a genre (e.g., the Comedy), or a topic interwoven with the discipline (e.g., Political Theatre). The course may examine its subjects through in-class reports, discussion, and exercises, as well as through papers and performances. Offered: in rotation with Fine Arts 305.

FINE ARTS 304. (3)

TOPICS IN ART HISTORY. This lecture course focuses on a specific topic in visual art, either of a specific period or style or discipline (e.g., Renaissance Art or early Christian Art, architecture, or decorative arts). The course emphasizes analysis and interpretation through written reports, observation, and discussion. Appropriate field trips may be undertaken. Prerequisite: permission of the instructor. Offered: in rotation with Fine Arts 306.

FINE ARTS 305. (3)

TOPICS IN THEATRE PRACTICE. This studio course explores a specific aspect of theatre with an emphasis on performance or craft. The course may concentrate on a particular playwright (e.g., Shakespeare), a genre (e.g., the Comedy), or a topic interwoven with the discipline (e.g., Political Theatre). The course may examine its subjects through in-class reports, discussion, and exercises, as well as through papers and performances. Offered: in rotation with Fine Arts 303.

FINE ARTS 306. (3)

TOPICS IN STUDIO ART. This studio course focuses on a specific studio discipline (documentary photography or digital art). The course emphasizes analysis and interpretation through examination of practices and portfolio development. Observation, discussion, and reports are also a part of the class. Appropriate field trips may be undertaken. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: permission of the instructor. Offered: in rotation with Fine Arts 304.

FINE ARTS 308. (3)

DIRECTING. This studio course immerses students in the comprehensive approach to theatre required of the director. Through extensive readings, script analysis, character-delineation techniques, organizational exercises, time-management drills, and communication-strengthening approaches, students develop the skills necessary to mount a production. The semester culminates in the

presentation of a one-act play festival which is open to the public. Prerequisite: Fine Arts 108. The course is normally offered every spring semester.

FINE ARTS 312. (3)

DIGITAL PHOTOGRAPHY. This studio course explores the aesthetic, conceptual and technical aspects of digital image making. Students develop proficiency using a digital camera and working with image editing software. Digital photographic techniques such as workflow, digital darkroom, image manipulation, and digital printmaking are addressed. Students work with color and learn basic color theory as it relates to photographic imagery. Students enrolling in this course are charged an additional fee to cover the cost of materials. Prerequisite: Fine Arts 214, or permission of the instructor. Offered: fall semester.

FINE ARTS 314. (3)

INTERMEDIATE PHOTOGRAPHY. This studio course explores photography as a visual language. Projects help students to develop their capacity for creative thinking and communication. Topics include montage, digital imaging, photographic mixed media, fiber-base printing, and print-toning. Students create a self-directed project and develop a portfolio of images. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: Fine Arts 214, or permission of the instructor. Offered: spring semester.

FINE ARTS 315. (3)

INTERMEDIATE DRAWING. This is a studio course that focuses upon identifying style, improving visual memory, working on a large scale, and using varied drawing materials. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: Fine Arts 215. Offered: spring semester alternating with Fine Arts 319.

FINE ARTS 317. (3)

INDIRECT PAINTING. This studio course deals with color theory and painting through the indirect process. Students create several original works employing layers of thinly glazed transparent oil colors over carefully prepared dichromatic underpaintings. The painting supports are wooden panels. Students enrolling in this course are charged an additional fee to cover the cost of materials. Prerequisite: Fine Arts 215 or Fine Arts 218, or

permission of the instructor. Offered: fall semester, alternating with Fine Arts 318.

FINE ARTS 318. (3)

DIRECT PAINTING. This studio course deals with color theory and painting through the direct process. Students create several original works employing largely opaque oil colors on painting supports of panel, canvas, or paper. Alla prima (single-sitting) approaches are included. Students enrolling in this course are charged an additional fee to cover the cost of materials. Prerequisite: Fine Arts 215 or Fine Arts 218, or permission of the instructor. Offered: fall semester, alternating with Fine Arts 317.

FINE ARTS 319. (3)

PORTRAITURE. This is a studio class that involves both drawing and oil painting. Topics and assignments include a brief history of the portrait, the anatomy of the head, portrait-drawing, and at least one portrait painting. There is some use of photography, so students need not feel that they must be accomplished artists. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: Fine Arts 215, or permission of instructor. Offered: spring semester, alternating with Fine Arts 315.

FINE ARTS 320. (3)

CRITICAL ISSUES IN THE ARTS. Readings of works by philosophers, critics, and artists ground a study of the value of drama, music, and the visual arts for society. The class is conducted as a seminar, with in-class discussion and presentation of individual research. Prerequisite: any 3-credit Fine Arts course. Offered: fall semester.

FINE ARTS 407. (3)

THEATRE DESIGN AND TECHNOLOGY. This studio course focuses on the history and evolution of design and technology from the Renaissance to the present. Students work in conjunction with the department's theatre productions to create a working knowledge in such areas as set and light design and stage craft. Each student also devises his own set designs for prominent plays from the history of theatre. Prerequisites: Fine Arts 108 or consent of the instructor. Offered: alternate semesters.

FINE ARTS 498. (1)

PRE-THESIS STUDY. Each fine arts major must take this course the semester before taking Fine Arts 499 (Senior Thesis) to craft the thesis project

proposal and to strengthen the skills required for the thesis. The student chooses and works with the thesis advisor to develop a plan for the upcoming semester that includes the wording of the thesis proposal and efforts sufficient to convince the advisor that he is prepared to undertake the thesis project.

FINE ARTS 499. (3)

SENIOR THESIS. This course involves the student in a project designed specifically to reflect his interest in the arts. In consultation with the faculty of the Fine Arts Department, and under the guidance of the appropriate member of that department, the project is undertaken in the student's senior year, and must include appropriate documentation. Prerequisites: Fine Arts 498 and senior status.

PERFORMANCE STUDIES

Within the Fine Arts Department is the general course area of Performance Studies. These courses can be identified by their numbering, which falls between 250 and 280 for the classes which count toward graduation and between 350 and 380 for the classes which do not count toward graduation.

All performance courses have the following in common: They are offered every semester; the classroom experience culminates in public performance(s); attendance is a necessary part of fulfilling the course requirements; students study the material for performance in the context of its period(s) and its critical reception, with attention to the terms and special considerations necessary for its appreciation; each student writes a paper upon an aspect of performance or the material used in performance, or takes an examination upon the same; grading is based on attendance and class participation, quality and effort in performance, and the paper or exam; in each course, 1 hour of academic credit can be earned; up to six 200-level performance courses can be taken for up to 6 credit hours counting toward graduation; as many 300-level performance courses can be taken as a student desires, but only for load credit, since the credit for 300-level courses does not count toward graduation.

FINE ARTS 251, 252, 253, 254, 351, 352, 353, 354. (1)

THEORY AND PRACTICE OF CHORAL MUSIC. A sequence of courses involving a thorough study and analysis, leading to performances, of masterworks from the great Western choral tradition. Integral to the course is the study of

basic music theory, terminology, sight-singing, and vocal techniques, as well as application of foreign languages, history, and other arts as they relate to the specific literature of the semester. Because of the special nature of this course, it is possible to register for it late without penalty through the second full week of the semester.

FINE ARTS 261, 262, 263, 264, 361, 362, 363, 364. (1)

THEORY AND PRACTICE OF INSTRUMENTAL ENSEMBLE MUSIC. The work of this performance class will culminate in the public performance of ensemble music in various venues. Also integral to the course is the study of basic music theory, terminology, sight-reading, solo techniques, and ensemble playing. Because of the special nature of this course, it is possible to register for it late without penalty through the second full week of the semester.

FINE ARTS 271, 272, 273, 274, 371, 372, 373, 374. (1)

THEATRE PRODUCTION. The work of this class will culminate in a publicly staged theatrical production. Students may be involved in any of several aspects of production, such as acting, directing, stage managing, designing, or dramaturgy. In every case students are required to demonstrate commitment to the production process through regular attendance and seriousness of purpose. Each student writes a paper on an aspect of production in order to fulfill the requirements of the course. Because of the special nature of this course, it is possible to register for it late without penalty through the fourth full week of the semester.

GOVERNMENT AND FOREIGN AFFAIRS (GVFA)

Professors Barrus, Eastby^S, D. E. Marion, Pontuso, S. Wilson; Associate Professor Winborne^F; Adjunct Associate Professor De Luca; Assistant Professor Carroll; Lecturer C. Smith

*Chair: James F. Pontuso (Fall 2010)
Warner R. Winborne (Spring 2011)*

Students may major in either Government or Foreign Affairs.

The requirements for a major in Government are a minimum of 34 semester hours in Government, 16 to include GVFA 101; 140; 310; 370; either 412, 413, or 414; and 470. Students studying GVFA are encouraged to take courses in Classics, Economics, History, Religion, and Philosophy. They are strongly encouraged to study abroad either through a May Term course or during a semester of foreign study, preferably in the spring semester of the junior year. Government majors should complete their mathematics requirement before the junior year.

The requirements for a major in Foreign Affairs are a minimum of 37 semester hours in approved courses, 19 to include GVFA 101; 140; 310; 440 or 443; 370 and 470 and Economics 101. Students studying Foreign Affairs must complete the major by taking 18 credits from the following: Economics: three to six credits from 103, 210, 261, 262; Government and Foreign Affairs: at least three credits from 223, 224, 225, 226, 227 and 228; additional electives from 231, 242, 250, 321, 322, 323, 341, 342, 413, 414, 442; INDS: 275, 465. (With application to, and permission of the Department Chair, certain courses from other departments (History, Religion, Modern Languages, for example) may be accepted as well. Students are strongly encouraged to study abroad either through a May Term course or during a semester of foreign study, preferably in the spring semester of the junior year. Students interested in foreign affairs or comparative politics are strongly encouraged to undertake a minor in a foreign language or at a minimum to complete a 300-level modern language course. Foreign Affairs majors should complete their mathematics requirement before the junior year. The degree will not be complete until the student has publicly presented the product of his Senior Seminar paper GVFA 470, normally in the fall of the senior year.

Students may develop interdisciplinary majors within the social sciences with the approval of the departments concerned.

GVFA 101. (3)

INTRODUCTION TO AMERICAN GOVERNMENT. A review of the theory, institutions, and practices of the national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

GVFA 102. (3)

PERENNIAL ISSUES AND PROBLEMS OF THE AMERICAN REGIME. This course examines the enduring problems and issues which reflect and illuminate the distinctive character of democratic states. Among the central topics are the principles of freedom and equality, federalism, ethics and politics, representation, and the effects of the commercial spirit on republicanism. Prerequisite: none. Offered: on an occasional basis.

GVFA 103. (3)

VIRGINIA POLITICS. This course investigates state government and politics, focusing on the state of Virginia. It examines the structures of government and the processes of politics in the state. It considers the historical and contemporary regime character of Virginia, that is, The Commonwealth as a political community with a particular determination of who rules and for what purposes. Prerequisite: none. Offered: fall semester of odd-numbered years.

GVFA 110. (3)

LITERATURE AND POLITICS. This course uses great works of literature to illuminate and give concrete meaning to the fundamental issues of government and politics. Readings are taken from both classical and modern, and Western and non-Western authors. Prerequisite: none. Offered: fall semester of odd-numbered years.

GVFA 140. (3)

INTRODUCTION TO WORLD POLITICS. A study of the development of modern states and the relations among states in the modern international system. This course examines the political ideologies that have influenced the development of modern states and that have shaped the major conflicts in the modern world. It

considers the present condition and possible future of the modern state system. Prerequisites: none, but Western Culture 102 and 103 are recommended.

GVFA 200. (3)

PARTIES AND ELECTIONS. An introduction to democratic politics at its most basic level. This course shows how Americans conduct themselves in their day-to-day political lives. What opinions do they hold and why do they hold them? How are those opinions expressed at the polls? Who seeks public office and how is it sought? Who gets elected and why? The course also introduces students to some of the mathematical models presently studied in the discipline. Prerequisite: GVFA 101. Offered: fall semester of even-numbered years.

GVFA 201. (3)

AMERICAN POLITICAL THOUGHT. A survey of the ideas that have shaped American political life from the 18th century to the present. Emphasis is placed on close reading and critical interpretation of the writings of such thinkers as Jefferson, Madison, Hamilton, Lincoln, and F. D. Roosevelt, as well as contemporary writers. Prerequisite: none. Offered: every other year.

GVFA 223. (3)

GOVERNMENT AND POLITICS OF WESTERN EUROPE. An examination of the political institutions and processes of Western Europe. Attention focuses on Great Britain, France, and the Federal Republic of Germany. The underlying theme of the course is the variety and problems of modern regimes. Prerequisite: GVFA 140 or permission of the instructor. Offered: fall semester of odd-numbered years.

GVFA 224. (3)

GOVERNMENT AND POLITICS OF CENTRAL EUROPE. An examination of the historical and political development of Central European nations. Special attention is given to the problems and prospects of nations emerging from communist totalitarianism. Topics include transforming economies, creating workable political institutions, reestablishing civic societies, and renewing traditional cultures. The course also focuses on the issues involved in the integration of Central European nations into the wider European community. Depending on student demand, there may be an optional trip to a Central European city (Prague, Budapest, or Krakow) during spring

break. Prerequisite: GVFA 140 or permission of the instructor. Offered: every third year.

GVFA 225. (3)

GOVERNMENT AND POLITICS OF THE MIDDLE EAST. A survey of political issues and problems of transnational importance in the modern Middle East, as well as of the policies adopted by states of the Middle East to deal with those matters. Topics include population growth, economic development, natural resource management, the changing role of women, security, pan-Arabism, pan-Islamism, and the role of religion in public life. Prerequisite: Because an understanding of Middle Eastern history is necessary to an understanding of the politics of the region, History 207 and 208 are strongly recommended, to be taken either prior to or at the same time as this course. GVFA 140 is also recommended. Offered: fall semester of odd-numbered years.

GVFA 226. (3)

GOVERNMENT AND POLITICS OF ASIA. A survey of the local, national, regional, and international politics of Asia. Japanese political development from the Tokugawa shogunate to the post-World War democratic government, along with modern Chinese politics (Mao and after), is examined. Politics of Southeast Asia and the Korean peninsula are also covered, with particular emphasis on the relationship among the nations of these areas with each other and with Japan and China. Prerequisite: Because an understanding of Asian history is necessary to understanding the area's politics, History 205 and 206 are strongly recommended, to be taken either prior to or at the same time as this course. GVFA 140 is also recommended. Offered: fall semester of even-numbered years.

GVFA 227. (3)

GOVERNMENT AND POLITICS OF LATIN AMERICA. A survey from a developmental perspective of Iberian Latin American politics. The course focuses on factors affecting Latin American political development, such as the impact of the colonial experience, culture, political party competition, bureaucratic authoritarianism, the global market, religion, regional cooperation, and popular movements. Prerequisite: Because an understanding of Latin American history is necessary to understanding its politics, History 209 and 210 are strongly recommended, to be taken

either prior to or at the same time as this course. GVFA 140 is also recommended. Offered: spring semester of even-numbered years.

GVFA 228. (3)

GOVERNMENT AND POLITICS OF SUB-SAHARAN AFRICA. A survey of post-colonial politics in sub-Saharan Africa. Work in the class is divided between political development issues and important policy issues (as they affect and are affected by current conditions of political development). Political development considers such issues as colonial legacies, ideological foundations and regime types, ethno-cultural-religious pluralism, and economic-political relations with the broader international community. Policy topics include economic growth, education, health issues (such as AIDS and malarial control), natural-resource development, and family policies. Prerequisite: GVFA 140 or the permission of the instructor. Offered: fall semester of odd-numbered years.

GVFA 230. (3)

INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. A survey of selected themes pertaining to the principles and processes of American public administration. Topics include the history of American public administration, the role of administrative officials in the formulation and execution of public policy, accountability and responsibility in the public sector, the politics of public budgeting, and administrative discretion and the rule of law. Prerequisite: GVFA 101. Offered: fall semester.

GVFA 231. (3)

PUBLIC POLICY. An examination of the formulation and implementation of public policy. Attention is given to competing approaches to public policy formulation as well as the relationship of public policy processes to the governance of society. Selected contemporary issues and problems are considered to illustrate how policy issues may be framed, evaluated, and implemented. Prerequisite: GVFA 101. Offered: spring semester.

GVFA 233. (3)

THE COMMON LAW. This course introduces students to the nature and practice of law in the United States. It looks at the origins of American common law. It examines how a common law system differs from other legal systems such as continental or code systems. Finally, the course examines the application of law in America

by detailing and evaluating the institutions, expectations, and behavioral norms of American judicial process. Prerequisite: none. Offered: fall semester.

GVFA 242. (3)

AMERICAN FOREIGN POLICY. An analysis of the formulation and implementation of foreign policy in the United States. Topics include the relationship between regime principles and foreign policy, the Constitution and foreign policy, the institutions involved in policy-making, the decision-making process, and the role of interest groups and public opinion. Prerequisite: GVFA 101 or 140, or permission of the instructor. Offered: fall semester.

GVFA 250. (3)

RESEARCH METHODS IN POLITICAL SCIENCE. This course introduces the student to empirical methods of Political Science research, as well as to a systematic, analytical approach to addressing questions relating to politics and political behavior. Topics include the formulation of appropriate research questions; research design; sampling; measurement; and univariate, bivariate, and multivariate statistical analysis techniques. The course is strongly recommended for those students considering graduate work. Prerequisite: Mathematics 121, or permission of the instructor. Offered: spring semester of even-numbered years.

GVFA 310. (3)

CLASSICAL POLITICAL PHILOSOPHY. An examination of the works of the greatest minds of antiquity: Plato and Aristotle. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: fall semester.

GVFA 321. (3)

COMPARATIVE GOVERNMENT. An examination and comparison of ancient and modern regimes, including the ancient polis and modern liberal democratic and totalitarian regimes. The intent is to contrast ancient and modern political principles and forms, and show the range of alternatives available in modernity. The underlying focus is on modern liberalism: its meaning, justification, political forms, problems, and possible alternatives. Attention is given to comparison as a method of political inquiry. Prerequisite: GVFA 140. Offered: every other year.

GVFA 322. (3)

POLITICAL DEVELOPMENT. An analysis of the political institutions and processes of modernizing nations. Particular attention is given to the relationships between economic and social modernization and political change. Case studies are drawn from contemporary modernizing regimes. Prerequisite: GVFA 140, or permission of the instructor. Offered: fall semester of even-numbered years.

GVFA 323. (3)

TYRANNY AND TOTALITARIANISM. A practical and theoretical analysis of tyranny and the modern variant, totalitarianism. It examines various writings on tyranny, such as those of Xenophon, Aristotle, Machiavelli, and Solzhenitsyn; and considers particular tyrannical and totalitarian regimes, such as Cromwell's Protectorate, Napoleon's Consulate, Pinochet's military junta, Hitler's Nazi Germany, and Soviet Communism under Lenin and Stalin. Prerequisite: GVFA 140, or permission of the instructor. Offered: fall semester of even-numbered years.

GVFA 332. (3)

THE PRESIDENCY. An analysis of the American executive. Special attention is paid to the creation of the American presidency, the historical development of the president's powers, and the role the office plays within the constitutional system. Students are expected to give class presentations on topics of continuing interest. Prerequisite: GVFA 101. Offered: spring semester of odd-numbered years.

GVFA 333. (3)

THE AMERICAN LEGISLATURE. An investigation and evaluation of Congress. Special attention is paid to the creation of the legislative branch and the development of its powers, its organization, and its effectiveness. Prerequisite: GVFA 101. Offered: spring semester of even-numbered years.

GVFA 341. (3)

THEORIES OF INTERNATIONAL RELATIONS. A study of the treatment in ancient and modern political thought, and contemporary political science, of the fundamental problems of international relations. Issues to be considered are the causes of war, the possibilities for peace, the objectives, strategies, and instruments of foreign policy; and political decision-making in foreign

affairs. Prerequisite: GVFA 140, or permission of the instructor. Offered: every other year.

GVFA 342. (3)

THE CONSTITUTION AND FOREIGN AFFAIRS. This course examines the constitutional and legal issues involved in the conduct of foreign affairs by the government of the United States. Topics include foreign affairs in the American tradition of political thought; the role of foreign affairs in the framing of the Constitution; the nature of the foreign affairs power under the Constitution; the role of the states in foreign relations; the foreign affairs powers of the President, Congress, and the federal courts; individual rights and the conduct of war; and the relationship between American municipal law and international law. Readings are drawn from the speeches and writings of American presidents and other political leaders, statutes, Supreme Court cases, and U.S. Treaties and Executive Agreements. Prerequisite: GVFA 101 or 140, or permission of the instructor.

GVFA 370. (1)

PRE-THESIS SEMINAR. A seminar aimed at developing a research proposal for GVFA 470. To be taken the semester before GVFA 470. The seminar will concentrate on development of a working research proposal for the Senior Seminar, including a thesis statement, statement of methodology to be used, significant working bibliography, a partial review of the literature, and a general plan for project completion. Offered: every semester.

GVFA 412. (3)

MEDIEVAL POLITICAL PHILOSOPHY. This course studies the political consequences of the confrontation between revealed religion and scientific rationalism that is at the core of Western culture, through an examination of the works of medieval Islamic, Jewish, and Christian political philosophers. Readings are from Alfarabi, Averroës, Maimonides, Albo, Aquinas, Dante, Marsilius, and others. Prerequisite: GVFA 310. Offered: spring semester of odd-numbered years.

GVFA 413. (3)

EARLY MODERN POLITICAL PHILOSOPHY. An examination of the ideas of Machiavelli, Hobbes, Locke, and Rousseau. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: every third semester.

GVFA 414. (3)

MODERN POLITICAL PHILOSOPHY. A critical examination of Kant, Burke, Mill, Marx, and Nietzsche. Emphasis is placed on close reading and interpretation of selected primary texts. Prerequisite: none. Offered: every third semester.

GVFA 430-431. (3-3)

AMERICAN CONSTITUTIONAL LAW. This course examines the major provisions of the American Constitution and their development through judicial interpretation. The first semester considers the nature of the judicial process, the constitutional powers of the separate departments, and the place of the states in the federal system. The second semester examines civil rights and liberties as protected by the original Constitution, the Bill of Rights, and the Fourteenth Amendment. Prerequisite: GVFA 101. Offered: 430 in the fall semester; 431 in the spring semester.

GVFA 440. (3)

INTERNATIONAL LAW. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: GVFA 140, or permission of the instructor. Offered: spring semester of odd-numbered years.

GVFA 442. (3)

ISSUES OF AMERICAN NATIONAL SECURITY. A selective analysis of foreign policy and national security problems and threats facing the United States. Special attention is given to a review of the formulation of American foreign policy and its implementation. Consideration is also given to responses to American foreign policy by other nation states. Prerequisite: permission of the instructor. Offered: spring semester.

GVFA 443. (3)

INTERNATIONAL ORGANIZATION. This course examines the process of development of international organization. It focuses on the United Nations system as an example of this process, examining its political foundations, its contemporary problems, and its future prospects. The intent is to put the process of international organization development in a coherent historical and theoretical perspective. Prerequisite: GVFA 140. Offered: spring semester of odd-numbered years.

GVFA 470. (3)

SENIOR SEMINAR AND THESIS. In the senior year, majors write a thesis-length paper on a topic relating to government or foreign affairs. Under the supervision of the seminar's instructor, students choose a topic, undertake substantial research on the issue, and write a thirty-page paper. Seminar sessions are devoted to defining topics, organizing research, discussing problems in research and writing, and giving oral presentations based on work in progress. Majors should plan to be in residence at the College in the fall semester of their senior year when this course is offered. Prerequisite: senior status and GVFA 370. Offered: fall semester.

SOCIOLOGY 201. (3)

INTRODUCTION TO SOCIOLOGY. Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: as staffing permits.

SOCIOLOGY 305. (3)

SOCIOLOGY OF RELIGION. A study of the relationship between religion and society. The sociological perspective, viz. that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality, predominates. Prerequisite: Sociology 201, or status as a Religion major. Offered: as staffing permits.

HISTORY

Professors Emeriti Heinemann, Simms; Professors Hattox³, Lehman; Associate Professors Blackman, Coombs, Emmons; Assistant Professors Dinmore, Frusetta, Greenspan; Lecturer Pilkington

Chair: Caroline S. Emmons

The requirements for a major in History are 33 hours in History courses, including 9 hours in United States history, History 101, 102, and one additional course in European history, and 6 hours in areas outside of Europe and the United States. History 499 and 6 elective hours compose the remainder of the major.

All 300- and 400-level courses are open only to juniors and seniors, or others with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines. Special topics are offered in History 485 and 490 for students with a 3.0 grade-point average in the History major or by special permission of the department.

The History minor consists of eighteen hours in History department courses. Of these eighteen hours, six hours each must be earned at the 100, 200, and 300/400 levels. Courses satisfying the minor are also to be distributed among the areas of American, European, and non-American/non-European history. Minors must take at least three credit hours in each of these areas and no more than nine credit hours of the required eighteen in any one area.

Core curriculum courses may be used to satisfy the requirements for this minor.

HISTORY 101-102. (3-3)

EUROPEAN SURVEY. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than their junior year. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 111-112. (3-3)

UNITED STATES. The first semester is confined to the period from the establishment of the colonies to the close of the Civil War. Emphasis

is on who we are as a people and the process by which we became a nation. The second semester begins with Reconstruction and continues to the present. Emphasis is on the rise of America as an industrial, financial, and military power and on the domestic political and social implications of that rise. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 180. (3)

THE CIVIL RIGHTS MOVEMENT. An investigation of the origins, development, and results of the movement which ended legal racial discrimination in America. The seminar looks at the "Jim Crow" system of segregation, civil rights leaders and organizations, and their opposition. The television documentary *Eyes on the Prize* is a primary source, along with other films and books. Open to freshmen only.

HISTORY 201-202. (3-3)

ENGLAND AND THE BRITISH EMPIRE. The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203-204. (3-3)

RUSSIA. The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present. Prerequisite: junior or senior status, or permission of the instructor. Offered: 203 in the fall semester; 204 in the spring semester.

HISTORY 205-206. (3-3)

EAST ASIA. This introductory survey covers the history of China, Korea, and Japan. The first semester concentrates on premodern East Asian history to the year 1800. Topics include the Chinese Confucian classics, Buddhism, the commercial revolution of the Song Dynasty, the Mongol invasions, the rise of unified kingdoms in Korea, Japanese mythology, court life in Heian Japan, the evolution of samurai society, and developments under the Tokugawa Shogunate. History 206 will focus on modern East Asian history from 1800 to the present. Topics include the Opium Wars, imperialism, Meiji reforms in

Japan, the 1911 Chinese Revolution, Maoism, colonial Korea, World War II, the Korean War, the Cold War, and the "economic miracle" in East Asia. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester.

HISTORY 207-208. (3-3)

MIDDLE EAST SURVEY. The Arab East, Turkey, and Iran in the Islamic age. The first semester covers the life and mission of Muhammad, Islam as a religion, and medieval Islamic history and culture to the sack of Baghdad by the Mongols in 1258. The second semester covers the Mamluk age in Egypt and Syria, the rise, zenith and decline of the Ottoman empire to the First World War, Republican Turkey, and Iran from the Safavids through Khomeini. Prerequisite: none. Offered: 207 in the fall semester; 208 in the spring semester.

HISTORY 209-210. (3-3)

LATIN AMERICAN SURVEY. The course is designed to increase understanding of our neighbors to the South. The first semester examines Pre-Colombian civilizations, the effect of European contact on those civilizations, the key features of Spanish and Portuguese colonization, and the issues leading to independence. The second semester looks at post-independence developments in the key nations of Latin America and devotes attention to inter-American relations. Prerequisite: none. Offered: 209 in the fall semester; 210 in the spring semester.

HISTORY 211. (3)

COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the political, religious, economic, and social institutions in the eighteenth century. Prerequisite: none. Offered: fall semester.

HISTORY 212. (3)

THE AGE OF THE AMERICAN REVOLUTION, 1763-1815. A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 213-214. (3-3)

CIVIL WAR AND RECONSTRUCTION. The United States from the War of 1812 to the

Compromise of 1877. The first semester studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. The second semester investigates the waging of war, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Offered: 213 in the fall semester; 214 in the spring semester.

HISTORY 215-216. (3-3)

TWENTIETH-CENTURY AMERICA. The United States from 1900 to 2000. The first semester (1900-1945) covers the responses of Americans to modernization, with emphasis on the reform movements of Progressivism and the New Deal. The first semester also examines U.S. involvement in the First and Second World War. The second semester examines the U.S. as superpower, the effects of the Cold War, and the domestic upheavals of the postwar period. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

HISTORY 221. (3)

EUROPEAN IMPERIALISM. An introductory course in European history focusing on the interaction between Europe and the rest of the world, in particular the less-powerful nations that Europe was able to dominate in the latter half of the second millennium CE. Between 1500 and 1900, the states of Europe went from being minor players on the world stage to staffing the command center of the world economy. In this class, we attempt to discover how this happened and look for the causes behind European expansion arising both within Europe itself and in the decline of the powerful states in the Indian subcontinent, Africa, and the Far East. We also discuss the consequences of the two World Wars on European hegemony and the decolonization that followed them. This course has no prerequisites and is open to all students.

HISTORY 261-262. (3-3)

CENTRAL EUROPE. The first semester introduces a background from the *Volkswanderung* to the late Holy Roman Empire, exploring in more depth topics after 1600 such as confessional conflicts, the changing political geography, absolutism and the centralizing state, and the wars of the eighteenth century. The second semester explores topics from 1806 to the present, including the rise of industrialization, nationalism and mass politics, the world wars, changing ethnic boundaries and the Holocaust, and the region's division between "west" and "east" during the Cold War. Prerequisite:

sophomore or higher standing. Offered: 261 in the fall semester of odd years; 262 in the spring semester of even years.

HISTORY 271. (3)

GREEK HISTORY

See under Classical Studies.

HISTORY 272. (3)

ROMAN HISTORY

See under Classical Studies.

HISTORY 303. (3)

BYZANTINE EMPIRE. A survey of the history, institutions, civilization, and society of the Eastern Roman Empire from Diocletian (284-305) through the conquest of Constantinople by the Turks in 1453. Prerequisite: none. Offered: alternate fall semesters.

HISTORY 304. (3)

MEDIEVAL CIVILIZATION. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Offered: fall semester.

HISTORY 305. (3)

THE AGE OF ENLIGHTENMENT. A course on the social, cultural and intellectual history of the age of Enlightenment in Europe, 1660-1790, with a focus on primary source readings. The course goal is to give students familiarity with major Scottish, French, and German writers from the Eighteenth century, with a focus on the general themes of the Enlightenment, viz. religious toleration, liberty, scientific inquiry, an optimistic view of human nature, a belief in the ability of humans to fix their own problems, and a seemingly boundless belief in reason. In addition, students study the society and culture in which these ideas came to the fore and have the opportunity to do low-level research of a topic of their choice. Prerequisite: History 101 or Western Culture 102.

HISTORY 306. (3)

TWENTIETH-CENTURY EUROPE. A study of European history from 1914 to 1945, including such topics as World War I, the Treaty of Versailles, the advent of Nazism, the diplomatic events of the 1930s, and World War II. This course utilizes lectures, classroom discussions, and several films.

Prerequisite: permission of the instructor. Offered: fall semester.

HISTORY 308. (3)

RENAISSANCE ITALY. This course examines the society and culture of Renaissance Italy. Major topics include politics in Italian republics and principalities, the development of papal Rome, art and patronage, work and leisure, social and civic ritual, religion, health and medicine, and humanism and education. In addition to these course themes, we examine the ways in which historical approaches, methods, and theories have changed over time. Assignments are designed to familiarize students with the practice of history and to develop skills in critical analysis, research methods, and the pursuit of independent research projects. Prerequisite: History 101 or Western Culture 102.

HISTORY 313. (3)

HISTORY OF AMERICAN FOREIGN

RELATIONS. A survey of America's role in foreign affairs from the formation of the Republic to the contemporary period. Emphasis is given to the nature of American interests and the interplay between ideals and self-interest as America experienced the transition from small-power to great-power status. Prerequisite: none.

HISTORY 315-316. (3-3)

AMERICAN INTELLECTUAL HISTORY. This course provides an intensive examination of ideas in America from the Colonial era to the present, dividing around the mid-nineteenth century. Emphasis is given to the development of major patterns of thought in America and the impact of those ideas upon institutions and values. Specific topics are chosen to illustrate the particular configuration of political, social, economic, religious, and philosophical movements in America. Prerequisite: none. Offered: 315 in the fall semester; 316 in the spring semester.

HISTORY 317. (3)

THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none.

HISTORY 319-320. (3-3)

BLACK AMERICA. This course examines the experience of African-Americans in United States history. The first semester covers topics from the fifteenth century through the Civil War, including the origins of African-American culture in Africa, the Atlantic slave trade, the institutionalization of slavery, as well as slave resistance and culture. The second semester covers the Reconstruction Period to the present, including topics such as the rise of Jim Crow, the Harlem Renaissance, Garveyism, the Great Depression, wartime experiences, and particularly the civil rights movement. Prerequisite: none. Offered: 319 in the fall semester; 320 in the spring semester.

HISTORY 321. (3)

COLONIAL VIRGINIA. An in-depth study of Virginia and the Chesapeake Bay region to ca. 1763, the oldest, most populous, and wealthiest region in British mainland North America. The course provides students with a more temporally and geographically focused exposure to various historical methods and topics of inquiry through readings and discussion of Anglo-Indian relations, issues of social and economic development, labor systems, household organization, politics and imperial structure, and material culture. Prerequisite: none.

HISTORY 322. (3)

HISTORY OF THE CARIBBEAN. The Caribbean has been a crossroads for European, African, and Native American peoples, all of whom have left a mark on its culture and history. This course examines the history of the Caribbean from the pre-Columbian period through the present. Topics covered include the era of European exploration and colonization, the rise of plantation economies, the development of Afro-Caribbean and creole cultures, and the significance of the region in 20th century geopolitics, particularly in terms of the Cold War. Students increase their knowledge of the extraordinary diversity of peoples and cultures that make up this region. Prerequisite: sophomore or higher standing. Offered: spring semester of even numbered years.

HISTORY 324. (3)

EARLY MODERN ATLANTIC HISTORY. An examination of the Atlantic basin from 1500 to 1815 that integrates the histories of Europe, Africa, and the Americas. Students read and discuss numerous works addressing the reasons behind European colonization, the interactions of

European explorers, traders, and settlers with the indigenous peoples of Africa and the Americas, and how European expansion and the intermingling of disparate peoples it engendered shaped perceptions and ways of life in both the "Old" and "New" Worlds. The course also examines the emergence of Atlantic history as an important field within the discipline, and how its development has reflected broader changes in intellectual trends since World War II. Prerequisite: none.

HISTORY 325. (3)

EAST ASIA IN THE AGE OF IMPERIALISM. This course emphasizes three themes pertaining to nineteenth-century East Asian history: 1) the upheaval felt as Chinese, Japanese, and Korean societies "modernized"; 2) the widely varying East Asian responses to Western imperialism; and 3) the sociocultural and economic impacts of early industrialization. Weekly readings mix translated primary sources, biographical accounts, and scholarly secondary sources. Topics covered include commercialization in preindustrial East Asia, the Opium Wars, the treaty port system, the Meiji Restoration, the Taiping Rebellion, efforts at modern state-building, transformations in social class relations, the Sino-Japanese and Russo-Japanese Wars, and the loss of Korean independence. Prerequisite: none, but History 205 or 206 is recommended. Offered: fall semester.

HISTORY 326. (3)

EAST ASIA IN REVOLUTION. This course examines the common experience of modern revolution in twentieth-century China, Japan, and Korea. Students read and discuss translated primary sources, oral histories, articles, and novels illustrating the many facets of this period. Occasionally, they also consider documentary and propaganda films. Course themes include East Asian struggles with westernization and "modernization," mass political movements, industrialization and total war mobilization, World War II in Asia, imperialism and decolonization, the Cold War division of East Asia, radical Maoism, and individual experiences of war and revolution. Prerequisite: none, but History 206 is recommended. Offered: spring semester.

HISTORY 377. (3)

WAR, SOCIETY, AND WESTERN CIVILIZATION. Employing classic works on warfare and military history by theorists such as Thucydides, Sun Tzu, and Clausewitz, the course examines warfare from

antiquity to the present with special attention to the relationship of military tactics and strategies to the evolution of technological, bureaucratic, and social organizations. Prerequisite: none. Offered: fall semester.

HISTORY 407. (3)

TUDOR AND STUART BRITAIN. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due consideration is given to the intellectual, religious, economic, and social changes which produced the constitutional development. Prerequisites: History 201-202, or permission of the instructor.

HISTORY 408. (3)

RENAISSANCE AND REFORMATION EUROPE.

A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions, with particular attention to intellectual figures from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation. Prerequisite: History 101, or permission of the instructor.

HISTORY 409. (3)

THE FRENCH REVOLUTION. A study of the origins of the French Revolution, following the transformation of its ideals in response to war and counter-revolution, and assessing its long-range achievements from 1789 through the Consulate. The French model and tradition of revolution as a recurrent theme in the 19th and 20th centuries is also examined. Prerequisites: History 101-102 and senior or junior status, or permission of the instructor.

HISTORY 410. (3)

TOPICS IN MODERN EUROPEAN HISTORY.

A seminar focusing on selected topics in modern European history such as the Enlightenment, the Industrial Revolution, the Concert of Europe, the Second Empire, Bismarck's Germany, the Belle Epoque, or Imperialism, using primary and secondary readings, class presentations, and discussion. Prerequisites: History 101-102.

HISTORY 411. (3)

RUSSIAN LITERATURE IN HISTORICAL

PERSPECTIVE. A survey of Russian literature from 1825 to the present in its historical context. The literature selected has particular significance for the history of a given period, *i.e.*, how it both reflects and affects the basic themes of Russian history. The assigned reading includes works from the following authors: Pushkin, Lermontov, Gogol, Dostoevsky, Pasternak, Zamyatin, and Bulgakov. Prerequisite: History 203 or 204, or permission of the instructor.

HISTORY 412. (3)

TOPICS IN RECENT AMERICAN HISTORY.

A seminar investigating selected topics in twentieth-century American life and politics, utilizing readings, student papers, and class discussions. Prerequisite: senior or junior status.

HISTORY 420. (3)

TOPICS IN COMPARATIVE HISTORY.

A seminar investigating selected topics in cross-societal, historical studies. Topics to be offered may include comparative revolutions; colonialism; the trans-Atlantic slave trade; or themes in European, Asian, Middle Eastern, and Latin-American development. Prerequisite: consent of the instructor.

HISTORY 499. (3)

COLLOQUIUM. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in Asian, European, or American history. Students are expected to participate regularly in class discussions of assigned readings, to make occasional oral reports on specific topics, and to write a number of analytical essays of short-to-moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). Normally, two colloquia—one American, one non-American—are offered each semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior History majors.

HISTORY 500. (3)

SENIOR THESIS. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis investigates in detail some historical topic of interest to the student. The student works under the guidance of a member

of the history department in selecting, researching, and writing his essay. Prerequisite: History 499.

HISTORY HONORS

To be eligible for History Departmental Honors, the student must normally have a 3.3 average for his History courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300- or 400-level History course. After taking History 499 by the fall of his senior year and receiving a grade no lower than B+, he enrolls in History 500. The Honors Council and history department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than B+. At the end of the spring semester, he must defend his thesis orally before a committee consisting of two professors from the history department and a third professor chosen from another department by the student with the advice of his advisor and the Honors Council. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Honors in History.

HONORS

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

Director: Jennifer E. Vitale (Fall 2010)

J. Michael Utzinger (Spring 2011)

HONORS 101-102. (3-3)

INTRODUCTORY HONORS. Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisite: freshman honors scholar status; permission of the Honors Council required. Offered: 101 in the fall semester; 102 in the spring semester.

HONORS 261, 262, 361, 362, 461, 462. (1)

HONORS READING SEMINAR. A small-group seminar course normally meeting weekly and following one book over the course of a semester. Students participate in and take turns leading discussions. Additional reading, speaking, and writing assignments may be given. Open to honors scholars (sophomore and above level) and to other students with instructor's permission. Up to six courses can be taken for up to six hours counting toward graduation. Prerequisite: none. Offered: each semester.

HONORS 499-500. (6 to 15 each semester)

SENIOR FELLOWSHIP. Students selected for Senior Fellowships undertake, under the guidance of an advisory committee, at least six and at most fifteen hours of independent research during each semester of the senior year (for a year's total of between twelve and thirty hours). The final course grade at the end of each semester and the apportionment of credit hours is determined by the advisory committee, but the advisor is responsible for submitting final grades in both semesters. Prerequisites: senior status and a grade-point average of at least 3.5; selection for a Senior Fellowship by the President of the College on the recommendation of the Honors Council required. Offered: 499 in the fall semester; 500 in the spring semester.

HUMANITIES

Faculty of the Departments of Classics, English, Fine Arts, History, Modern Languages, Philosophy, and Religion; and of the Rhetoric Program

Contact: David D. Lewis

The requirements for the Humanities major, including the core requirement in the Humanities Division, are 54 semester hours of work, as follows:

<i>Department</i>	<i>Hours</i>
• English Literature (200-level and above)	12
• Foreign Languages (200-level and above, in two languages, one ancient, one modern)	18
• Philosophy (210 and 302 or 303)	6
• Fine Arts (103 or 105 or 110 or 111 or 206 or 211-212 or 302)	6
• History	9
Ancient	3
Medieval	3
Additional	3
• Advanced English, Foreign Language, Philosophy, Religion, or Independent Study (495) course	3

INTERDISCIPLINARY STUDIES

Contact: David E. Marion

INTERDISCIPLINARY STUDIES 230. (3) *PARIS IN THE TWENTIES*. This course is a study of the literature written in (or about) the great artistic center, Paris, during the flamboyant and creative years from the end of the Great War to the Crash (1918-1929). The primary focus is modern literature and its cultural background, but attention also is given to other modern arts—painting, music—and to politics, society, and the way of life in post-war Paris. Readings include works by F. Scott Fitzgerald, Gertrude Stein, Ernest Hemingway, Malcolm Cowley, and others who lived and worked in Paris in the nineteen-twenties. Prerequisite: none. Offered: May Term.

INTERDISCIPLINARY STUDIES 232. (3) *AFRICAN-AMERICAN CULTURE*. This course examines the many achievements of African-Americans in the arts, music, politics, diplomacy, and the military. Students should gain an appreciation of the essential role that African-Americans have played in shaping the history, politics, and culture of the United States. Offered: on sufficient demand.

INTERDISCIPLINARY STUDIES 275. (3) *UNITED STATES MILITARY AND AMERICAN SOCIETY: IDEALS, INSTITUTIONS, AND ISSUES*. A seminar primarily for sophomores enrolled in the Military Leadership track of the James Madison Public Service Certificate Program, but open to any interested student, the course combines lecture/conference instruction with student oral and written reports based on research assignments on such topics as the constitutional ideals undergirding our national military establishment; the relationship between the military and key national institutions, law enforcement agencies, and the media; and historical and contemporary legal, social, political, and cultural issues that both support and complicate the military's place in American society. Prerequisite: none. Offered: spring semester.

INTERDISCIPLINARY STUDIES 372. (3) *SEMINAR IN ENVIRONMENTAL STUDIES*. A topical capstone experience for students in the Environmental Studies Minor, designed to integrate the various courses taken by the students (or by

other students who have completed an appropriate subset of the designated courses required in the Minor but not officially enrolled in the program) and to allow reflection on and engagement with significant issues that arise in the study of the environment. Students are expected to apply the concepts and materials of related courses to meta-themes discussed in the seminar. Topics may include issues in ecology, the economics of environmentalism, and bioethics, as well as other scientific, social science, and humanistic concerns. Prerequisite: at least four courses required for the Environmental Studies Minor. Offered: spring semester.

INTERDISCIPLINARY STUDIES 375. (3)
LEADERSHIP AND PUBLIC SERVICE IN CONSTITUTIONAL CONTEXT. Beginning with an examination of the major historical developments that have shaped the place and role of administrative-class officials in the United States, this course provides students with a general introduction to significant legal and political dimensions of public-sector employment. Consideration is given to the general subject of public-service ethics, including such topics as conflict of interest regulations, and to the complexities of intergovernmental and inter-branch relations. The first segment of the course focuses on historical, ethical, and political themes, while the second part is devoted to management-related matters and legal issues. Prerequisites: junior standing and consent of the instructor. Offered: spring semester.

INTERDISCIPLINARY STUDIES 377-380.
(1 each)

PUBLIC SERVICE SEMINARS.

377 (Constitutional History/Culture) reviews the political thought of leading founders such as Washington, Madison, and Jefferson with the goal of understanding the "cultural" as well as the "governmental" dimensions of the American constitutional order. Attention also is given to the "reformist" thinking of Lincoln, Wilson, and Franklin Roosevelt.

378 (Budgeting) examines theories and practices associated with governmental budgeting with special attention given to object classification, performance, program, and zero-base budgeting.

379 (Organizational Science) examines various management theories that have been developed and applied within public-sector organizations. Assignments cover the work of Frederick Taylor,

Herbert Maslow, Herbert Simon, and the New Public Administration Movement, among others. **380** (Administrative Law) introduces students to some of the major concepts and principles in the field of administrative law (e.g., sovereign immunity, "privilege" and "delegations" doctrines). Assigned readings include case material from judicial and administrative agencies, as well as commentaries by practitioners and theorists. Students enrolled in these "lab" courses are expected to attend presentations/workshops by speakers both on and off campus. Prerequisite: enrollment in the James Madison Public Service Certificate Program. Offered: one each semester.

INTERDISCIPLINARY STUDIES 395. (3)
PUBLIC SERVICE INTERNSHIP RESEARCH PROJECT. The internship, required of students in the Public Service Program, is to be combined with a research project. The internship and research project are closely supervised by a faculty member. Internships are arranged to complement the course work in the Public Service Program. Credit is awarded only following a public defense of the completed research project. The defense follows the pattern established for honors papers. Prerequisite: Interdisciplinary Studies 375. Offered: fall semester.

INTERDISCIPLINARY STUDIES 440. (3)
LEADERSHIP AND ETHICS. An advanced seminar focused on learning and developing requisite skills and qualifications for successfully meeting senior leadership challenges in various fields of endeavor (i.e., politics and government, including the military; organized religion; non-profit agencies; academe; scientific research and development; the corporate world; the entertainment arena, etc.). Major emphasis on identifying and understanding varying leadership styles and using case studies (actual and posited) for working out and solving problems and issues of leadership. Prerequisite: desirable, but not required, that students have completed the Student Leadership Development Program ("Society of '91") and be serving currently in a student leadership position at the College.

INTERDISCIPLINARY STUDIES 465. (3)
AN OVERVIEW OF U.S. NATIONAL INTELLIGENCE. This course provides a basic overview of the nature and purpose of U.S. foreign intelligence institutions and activities in support of foreign policy and national security. Central themes include the critical need for sound and

timely intelligence in the formulation and conduct of U.S. foreign policy; the historical evolution of U.S. intelligence from colonial times to the present; moral and legal constraints imposed upon intelligence in an open, democratic society; and guidelines for preparing for a professional career in intelligence, with emphasis on the value of a broadly based, liberal education. Extensive use is made of the case-study approach for illustrative purposes. Each student is required to prepare and present an intelligence analysis focusing on a selected area of potential threat to U.S. foreign-policy interests. Students are chosen on the basis of class rank and at the discretion of the instructor.

MATHEMATICS AND COMPUTER SCIENCE

Professors Bryce, Koether^L; Associate Professors Hemler, Pelland, Valente; Adjunct Associate Professor Webber; Assistant Professors Hulsizer, Lins, Pendergrass, Wages

Chair: Paul F. Hemler

A major in Mathematics requires at least 11 courses: Mathematics 141, 142, 231, 242, 431, 441, and five electives at or above the 200-level. Among the 37 hours must be one of the following sequences: Mathematics 421-422, 431-432, 441 and 444, 441 and 448, or 451-452. Two of the electives may be Computer Science courses. With the approval of the department, one of the five electives may be a course in another department that makes extensive use of mathematics.

A major in Computer Science requires at least 11 courses: Computer Science 261, 262, 361, 362, 461, and 480; Mathematics 141 and 262; and three additional courses, at least two of which must be Computer Science courses at the 200-level or above. A student may use either Computer Science 161 or Physics 103 for the third course

A major in Applied Mathematics requires at least 11 courses: Mathematics 121, 141, 142, 231, 242, 421, and Computer Science 261; one course with mathematical content outside the department, approved by the department; and at least three courses from among Mathematics 222, 243, 331, 342, 343, 345, 422, 441, 444, 452, and Computer Science 262. To prepare for a career in engineering, a student should elect at least Mathematics 243, 343, and Computer Science 262. To prepare for a career in statistics or actuarial work, or to prepare for business school, a student should elect at least Mathematics 222, 331, and 422.

The department recommends that students who intend to teach mathematics complete a major in Mathematics.

MATHEMATICS

MATHEMATICS 100. (4)

INTRODUCTION TO THE MATHEMATICAL SCIENCES. Enough elementary functions, algebra, and arithmetic to prepare students for other courses in mathematics and computer science. A student cannot receive credit for Mathematics 100 if he has passed any other college course in Mathematics

or Computer Science. Prerequisite: consent of the department. Offered: fall semester.

MATHEMATICS 111. (3)

MATHEMATICS AND SOCIETY. An exploration of the mathematical techniques used to solve problems in society. Specific topics are chosen from among the following: voting and power; division and apportionment; graph theory and scheduling; cryptography, game theory, symmetry, and form; and probability. Prerequisite: none. Offered: fall semester.

MATHEMATICS 121. (4)

STATISTICS. Introduction to probability and statistics. Exploratory data analysis. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 130. (4)

FINITE MATHEMATICAL MODELS. A course emphasizing the use of finite mathematics in modeling real-world phenomena. Specific topics are chosen from among the following: matrix algebra, graph theory, cryptography, Leontief input-output models, linear programming, probability, counting methods, game theory, and Markov chains. Prerequisite: none. Offered: each semester.

MATHEMATICS 140. (4)

CALCULUS FOR ECONOMICS. A study of differential and integral calculus and its applications. Topics include differentiation of elementary functions in one and several dimensions, integration of polynomials, and constrained and unconstrained optimization in one and several variables. Prerequisite: Economics 101. Students who have any credit at Hampden-Sydney for the study of calculus may not take this course. Offered: each semester.

MATHEMATICS 141. (4)

CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: none. Offered: each semester.

MATHEMATICS 142. (4)

CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, infinite series. Prerequisite: Mathematics 141 or the equivalent. Offered: each semester.

MATHEMATICS 212. (3)

INTRODUCTION TO THE HISTORY OF MATHEMATICS. A survey, from Babylonian mathematics through Greek mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 142, or consent of the instructor.

MATHEMATICS 222. (4)

STATISTICAL METHODS. A project-based study of sampling distributions, estimation, and hypothesis testing. Major topics are classical and nonparametric analysis of variance, and regression analysis. Students use a variety of statistical software to produce both individual and group projects. Prerequisite: Mathematics 121, or consent of the instructor. Offered: spring semester.

MATHEMATICS 231. (4)

LINEAR ALGEBRA. Matrix arithmetic, vectors, abstract vector spaces, linear transformations, inner products, and eigenvalues, with some emphasis on applications and computing. Prerequisite: Mathematics 142. Offered: spring semester.

MATHEMATICS 242. (4)

CALCULUS III. Plane curves, polar coordinates, vector analysis of curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Mathematics 142. Offered: fall semester.

MATHEMATICS 243. (3)

DIFFERENTIAL EQUATIONS. Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Mathematics 242, or consent of the instructor. Offered: fall semester.

MATHEMATICS 262. (4)

DISCRETE MATHEMATICS. An introduction to the discrete mathematics most useful in computing and computer science. Topics include set theory, mathematical logic, graph theory, and combinatorics. Prerequisite: Mathematics 142 or Mathematics 141 and Computer Science 261. Offered: spring semester

MATHEMATICS 331. (4)

OPTIMIZATION. A mathematical introduction to optimization. Linear programming, integer

programming, transportation and assignment problems, game theory, nonlinear programming, and decision analysis. Prerequisite: Mathematics 231. Offered: spring semester of odd-numbered years.

MATHEMATICS 334. (3)

ELEMENTARY NUMBER THEORY. An introduction to the theory of numbers. Prerequisite: Mathematics 231. Offered: fall semester of odd-numbered years.

MATHEMATICS 342. (3)

NUMERICAL ANALYSIS. Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisites: Mathematics 231 and 242. Offered: spring semester of even-numbered years.

MATHEMATICS 343. (3)

VECTOR ANALYSIS. Line and surface integrals, classical theorems of vector analysis. Prerequisites: Mathematics 231 and 242. Offered: on demand.

MATHEMATICS 345. (3)

APPLIED MATHEMATICS. Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisites: Mathematics 231 and 242, or consent of the instructor. Offered: fall semester of even-numbered years.

MATHEMATICS 421. (3)

PROBABILITY AND STATISTICS I. Discrete and continuous probability distributions, moment-generating functions, and limit theorems. Prerequisite: Mathematics 242. Offered: fall semester of odd-numbered years.

MATHEMATICS 422. (3)

PROBABILITY AND STATISTICS II. The theory underlying estimation and hypothesis testing, and its application in one- and two-sample problems. Prerequisite: Mathematics 421. Offered: spring semester of even-numbered years.

MATHEMATICS 431-432. (3-3)

ALGEBRAIC STRUCTURES. Groups, rings, fields, linear algebra, and selected topics. Prerequisite: Mathematics 231. Offered: 431 in the fall semester of even-numbered years; 432 on demand.

MATHEMATICS 441. (3)

INTERMEDIATE ANALYSIS. Further investigation of the calculus of one real variable. Continuity, uniform convergence, differentiation, and integration. Prerequisites: Mathematics 231 and 242. Offered: fall semester of odd-numbered years.

MATHEMATICS 444. (3)

COMPLEX ANALYSIS. An introduction to the theory of complex functions. Prerequisite: Mathematics 441. Offered: spring semester of odd-numbered years.

MATHEMATICS 448. (3)

TOPOLOGY. Elementary topological concepts. Prerequisite: Mathematics 441. Offered: spring semester of even-numbered years.

MATHEMATICS 451. (3)

GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Mathematics 231.

MATHEMATICS 452. (3)

DIFFERENTIAL GEOMETRY. The geometry of curves and surfaces in Euclidean space. Topics include differential forms; curvature, torsion, and the Frenet formulas for curves; fundamental forms and curvatures for surfaces; and the Gauss-Bonnet Theorem. Prerequisites: Mathematics 231 and 242.

MATHEMATICS 461-462. (3-3)

HONORS IN MATHEMATICS. A scholarly project conducted in close consultation with a supervising professor. Prerequisites: permission of the instructor for 461; 461 and permission of the instructor for 462. Offered: on demand.

COMPUTER SCIENCE

COMPUTER SCIENCE 161. (3)

INTRODUCTION TO COMPUTING. An overview of computing, with consideration given to its impact upon today's society. Topics may include history, applications, computer organization, programming languages, algorithms, and computability. A student cannot receive credit for Computer Science 161 if he has passed any other college course in Computer Science. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 261. (4)

COMPUTER SCIENCE I. Discussion of algorithms, programs, and computers. Extensive work in the

preparation, running, debugging, and documenting of programs. Problem-solving is emphasized. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 262. (4)

COMPUTER SCIENCE II. A continuation of Computer Science 261 but with emphasis on language structures and applications of those structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. Prerequisite: Computer Science 261. Offered: spring semester.

COMPUTER SCIENCE 308. (3)

PROGRAMMING LANGUAGES. A study of the design and implementation of programming languages. Concepts such as non-procedural languages, scope rules, data types and data sharing, control structures, block structure, recursion, storage management, formal specification of syntax and semantics, parsing, and interpreters. Prerequisite: Computer Science 262. Offered: fall semester of even-numbered years.

COMPUTER SCIENCE 321. (3)

CRYPTOGRAPHY. An introduction to both classical and modern methods of cryptography with emphasis on how classical number theory has been applied to problems of modern cryptography in recent years. Topics to include digital signatures, algorithms and protocols for public and private key cryptography, and systems for secure communications such as e-mail. Ethical and political issues having to do with secure communications are also discussed. Prerequisites: Computer Science 262 and Mathematics 262. Offered: spring semester of even-numbered years.

COMPUTER SCIENCE 331. (3)

COMPUTER GRAPHICS. This course covers the principles of two-dimensional and three-dimensional computer graphics, including the mathematical theory underlying those principles. Topics include the graphics pipeline, drawing basic shapes in two and three dimensions, linear transformations, meshes, clipping, shading, lighting, textures, and various graphics algorithms. Prerequisites: Computer Science 262 and Mathematics 141. Offered: fall semester of odd-numbered years.

COMPUTER SCIENCE 351. (3)

ARTIFICIAL INTELLIGENCE. A broad introduction to the field of Artificial Intelligence. Topics may be chosen from the Turing Test, expert systems, game playing, machine learning, neural networks, automated theorem proving, natural language understanding, and robotics. Programming languages for Artificial Intelligence, such as Lisp and Prolog, are also studied. Prerequisites: Computer Science 262 and Mathematics 262.

COMPUTER SCIENCE 361. (3)

COMPUTER ORGANIZATION. A machine-level view of computing. Topics may include computer arithmetic and data representation, assembly language programming and the assembly process, machine instruction sets, microprogramming and digital logic. Prerequisite: Computer Science 262. Offered: fall semester.

COMPUTER SCIENCE 362. (3)

DATA STRUCTURES AND ALGORITHMS. A continuation of the study of data structures begun in Computer Science 262, with emphasis on the analysis of algorithms associated with such structures. Topics to include data structures such as stacks, queues, trees, and graphs, algorithm design strategies and complexity analysis. Prerequisites: Mathematics 262 and Computer Science 361. Offered: spring semester.

COMPUTER SCIENCE 410. (3)

OPERATING SYSTEMS. An historical study of operating systems with an emphasis on how some classical problems of concurrency, such as mutual exclusion and deadlock, have been solved. Additional topics to be chosen from memory management, virtual storage organization, paging, segmentation, process management and scheduling, and interrupt handling. Prerequisite: Computer Science 361. Offered: spring semester of odd-numbered years.

COMPUTER SCIENCE 461. (3)

THEORY OF COMPUTING. An introduction to theoretical computer science. Abstract models of computers are used to help investigate the limitations of computing. Topics may include computability, complexity, automata, formal languages and grammars, and the Chomsky hierarchy. Prerequisite: Computer Science 362. Offered: fall semester.

COMPUTER SCIENCE 480. (3)

ADVANCED TOPICS IN COMPUTER SCIENCE.

Topics may be chosen from among compiler design, symbolic computation, computational complexity, program verification and correctness, and database theory. Prerequisite: Computer Science 461, or consent of instructor. Offered: spring semester.

MODERN LANGUAGES

Professor S. Smith; Associate Professors Afatsawo, DeJong, Johnson, Palmer, Severin; Adjunct Associate Professor Salinas; Visiting Assistant Professor Herrera; Lecturers Alvis, Arthur, Sprouse

Chair: Dirk R. Johnson

The requirements for a major in French, German, or Spanish are 30 hours in the Language at the 300- and 400-level, 6 hours of which must be completed at an approved host institution in a foreign country in which the target language is spoken and which includes a home-stay. The major in French must include 301-302, 305, four 400-level courses, at least one of which must be in literature, and three electives from language, culture, or literature courses at the 300- or 400-level. The major in German must include 301-302, four 400-level courses, at least one of which must be in literature, and four electives from language, culture, or literature courses at the 300- or 400-level. The major in Spanish must include 301-302, 303-304, 305 or 306, four 400-level courses, at least one of which must be in literature, and one elective from language, culture, or literature courses at the 300- or 400-level.

The requirements for a minor in French, German, or Spanish are 18 hours in the language at the 300- and 400-level. Three to six hours of study at an approved institution in a foreign country where the language is spoken are strongly recommended. The minor in French must include 301 or 302, 305, and one 400-level literature course. The minor in German must include 301-302, and one 400-level literature course. The minor in Spanish must include 301-302, 303 or 304, 305 or 306, and one 400-level literature course.

STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study and monitors closely the standards and administration of the programs to which it entrusts its students. Approved programs offer supervision, coordination, structure, and compatible cost, and financial aid may be available for approved programs in the event of need. Grades in courses taken by modern languages majors in fulfillment of their major requirement for foreign study are computed as part of their grade-point average. Courses overseas must be approved in advance by the department chair and be consonant with Hampden-Sydney's curricular philosophy.

THE PROFICIENCY REQUIREMENT

The foreign-language proficiency requirement is deemed met in a modern language when, in addition to an awareness of appropriate usage in specific cultural contexts, students achieve at a minimum the Intermediate level in speaking, listening comprehension, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The complete ACTFL guidelines are available from the chair of the Department of Modern Languages. A student is deemed to have achieved the Intermediate level of proficiency when he successfully completes 201-202 at Hampden-Sydney College, or in an approved foreign-study program in a country in which the target language is spoken and which includes a home-stay. Or, if he places out of 202, he may satisfy the requirement by successful completion of any 300-level course in French, German, or Spanish at Hampden-Sydney College, or in an approved foreign-language program in a country in which the target language is spoken.

FRENCH

FRENCH 101-102. (3-3)

INTRODUCTION TO FRENCH. A first-year course for students who have little or no experience with the language. The goal is the mastery of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of French in the classroom. Students are encouraged to converse in French with their instructor and with each other. This course includes a significant audio component to improve listening skills. Prerequisite for 101: none; prerequisite for 102: French 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

FRENCH 105. (3)

FRENCH LANGUAGE AND CULTURE. A flexible language and culture course open to students with little or no knowledge of French. Activities such as getting and giving information, understanding instructions and directions, functioning in shops and transportation systems, and conversing politely with native speakers develop functional competence in the language. Students cultivate cultural competence by visiting sites of historical and cultural interest, including the Louvre, the Arc de Triomphe, and the Champs-Élysées. Fifty percent of the course is dedicated to an examination and discussion of cultural issues and their impact on interaction with the French: the personal, the political, and the economic. The

course does not fulfill credit for French 101, 102, or 201. Prerequisite: none. Offered: May Term.

FRENCH 201-202. (3-3)

INTERMEDIATE FRENCH. Review of basic French grammar and vocabulary, introduction to literary texts (201), and reading of a short novel (202). Prerequisite: French 102, or placement by the department. Offered: 201 in the fall semester; 202 in the spring semester.

FRENCH 300. (3)

GRAMMAR REVIEW AND INTRODUCTION TO THE READING OF FRENCH TEXTS.

A course designed for grammar review and introduction to the analysis of short literary texts. It is designed for the student with a minimum of three or more years of high school study or the student who has completed French 202 and is interested in a minor or major in French. Readings, essays, and discussion in French are required. The course counts toward a major or minor. Prerequisites: French 201-202, or placement by the department.

FRENCH 301-302. (3-3)

MASTERPIECES OF FRENCH LITERATURE.

A survey of French literature from its medieval origins to the present. Excerpts from major texts are read and discussed in class, with an emphasis on literary genres and principal ideas. Short papers, a research paper, and oral presentations are required. Prerequisites: French 201-202, or placement by the department.

FRENCH 303. (3)

FRENCH IDENTITY: CULTURE AND

CIVILIZATION. An introduction to the construction of the French identity. Students explore the history and culture of France through artistic, historic, literary, and journalistic sources. Prerequisites: French 201-202, or placement by the department. Offered: on sufficient demand.

FRENCH 305. (3)

ADVANCED COMPOSITION &

CONVERSATION. A course in spoken French and in writing skills. Compositions and classroom discussions based on a variety of topics: may include readings in literary texts, newspaper and magazine articles, movies. Continued vocabulary building and grammar review. A course designed to develop and improve speaking and writing skills for more

advanced course work. Required for the major and the minor.

FRENCH 401. (3)

FRENCH THEATER. A survey of French drama from medieval religious plays to works of the 20th century. Reading of representative plays from major movements. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 402. (3)

STYLISTICS AND TRANSLATION. A course on the usage and translation of idiomatic expressions and style. Literary texts, as well as articles from contemporary media, serve as the basis for translation projects. In French. Prerequisites: two courses in French at the 300-level, or permission of the department. Offered: on sufficient demand.

FRENCH 403. (3)

FRENCH POETRY. A study of French poetical forms from the Middle Ages to the 20th Century. Examination of representative poems from major poetic movements in France. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 404. (3)

FRENCH NOVEL. Reading of major French novels from early texts to the *Nouveau Roman*. Study of authors and movements. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 405. (3)

FRANCOPHONE LITERATURE. Introduction to all genres of Francophone literature from Canada, the Caribbean countries, Indochina, and Africa. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 408. (3)

FRENCH FILM. A study of French cinema, beginning with the first films of the Lumière brothers through the Nouvelle Vague innovations and culminating in the works of contemporary directors. The art of the genre, as well as how these films depict and reflect French culture, both past and present, are emphasized. Extensive readings on film analysis and culture, weekly film viewing. Requirements: Weekly reaction papers, Mid-term

exam, oral presentation, final paper. In French. Prerequisite: French 301, 302, or 305.

FRENCH 409. (3)

FRENCH PRONUNCIATION AND PHONETICS. A course that focuses on the phonetic system of the French language. Students learn phonetic theory, articulatory variation, and corrective phonetics through auditory discrimination exercises and contrastive analysis. Transcriptions into the international phonetic alphabet and back to standard French spelling are mastered as a tool to improve awareness about sounds and how they are recorded in writing. Students also learn to master rhythm and intonation patterns of standard French. This course addresses the major contrastive features of the sounds of French and English as we consider the particular challenges to the Anglophone. The course is conducted in French. Prerequisites: two courses in French at the 300-level. Offered: on sufficient demand.

FRENCH 410. (3)

TOPICS IN CONTEMPORARY FRENCH CULTURE. Students study aspects of modern French culture and civilization. They are required to master selected readings, as well as to choose an independent research project for which they conduct "field research" in France. They are required to present weekly oral and written progress reports on their projects. Each student prepares a 7-10 page analysis of his findings in French. This course counts towards the major. Prerequisite: French 202, equivalent, or permission of the instructor. Offered: May term.

GERMAN

GERMAN 101-102. (3-3)

INTRODUCTION TO GERMAN. A first-year course for students who have little or no experience with the language. The goal is the mastery of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of German in the classroom. Students are encouraged to converse in German with their instructor and with each other. Prerequisite for 101: none; prerequisite for 102: German 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

GERMAN 201-202. (3-3)

INTERMEDIATE GERMAN. A review of grammar. Oral practice based on readings from various types

of material. Elements of composition. Students perform plays and report on individual outside reading. Laboratory. Formal essays in German. Prerequisite for 201: German 102, or placement by the department. Prerequisite for 202: German 201. Offered: 201 in the fall semester; 202 in the spring semester.

GERMAN 301-302. (3-3)

SURVEY OF GERMAN LITERATURE. The history of German literature from the beginnings to our day, with reading of selected poetry, prose, and drama from the Middle Ages to the twentieth century. Term reports on extensive parallel reading. Prerequisites: 201-202, or equivalent. Required for the major and the minor.

GERMAN 303. (3)

GERMAN CULTURE THROUGH FILM. This course examines various aspects of German society and culture—from the Twenties until the post-unification present—through the medium of film. Topics include Germany in the Weimar Republic and the Third Reich; the emergence of a post-war German identity; Germany in the Cold War, coming to terms with the Nazi past; the changing faces of Berlin; and more current socio-cultural developments within Germany. Both full-length films and film excerpts are shown to inspire critical discussion and to introduce students to some of the important issues that define modern Germany. Oral and written work in German only. Prerequisites: German 201-202, or placement by the department. Offered: Fall semester of even-numbered years.

GERMAN 305. (3)

ADVANCED CONVERSATION AND COMPOSITION. A course designed to improve speaking and writing skills in preparation for more advanced course work. Compositions and classroom discussions will be based on a variety of contemporary topics drawn from German radio and news programs, magazines, and the internet. Students will perform a variety of oral communicative tasks. They will also continue to build their vocabulary and work on grammatical structures in their compositions. Discussions and all course work in German. Prerequisites: German 201-202, or placement by the department. Offered: fall semester of odd-numbered years.

GERMAN 401. (3)

GERMAN THEATER. Survey of German drama from medieval *Fastnachtspiel* and *Volksspiel* to the

Absurde through the *Burgersatire* and *Horspiele*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisites: 301-302. Offered: fall semester of even-numbered years.

GERMAN 402. (3)

ADVANCED GERMAN COMPOSITION.

Intensive grammar review in conjunction with preparation of difficult texts, exploring a novel theme or particular dimension of German literature; vocabulary acquisition and stylistics incorporated in the program. Stylistic approach. Prerequisites: German 301-302. Offered: spring semester of odd-numbered years.

GERMAN 403. (3)

GERMAN POETRY. Survey of German poetic forms from Middle Ages to *Symbolismus*; *Sprüch-dichtung*, *Ballade*, and *Klassische Poesie* through *Dichtungstheorie*. Extensive reading. Analysis of thematic and metrical variations. Prerequisites: German 301-302. Offered: fall semester of odd-numbered years.

GERMAN 404. (3)

GERMAN NOVEL. Seminar course conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early *Erzähl-literatur* through the *Roman zwischen Tradition und Wandlung* and *Die Geschichtserzählung*. Extensive reading. Prerequisites: German 301-302. Offered: spring semester of even-numbered years.

SPANISH

SPANISH 101-102. (3-3)

INTRODUCTION TO SPANISH. A first-year course for students who have little or no experience with the language. Development of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of Spanish in the classroom. Prerequisite for 101: none; prerequisite for 102: Spanish 101, or placement by the department. Both courses are offered each semester.

SPANISH 103. (4)

INTENSIVE BEGINNING SPANISH. This course is intended for entering students who have at least three years of Spanish experience in high school, but who do not have sufficient proficiency for successful completion of 201-202. The course reviews the material covered in Spanish 101-102 in one intensive semester. Students develop their

proficiency in four basic language skills: speaking, listening comprehension, reading, and writing. Emphasis is on the use of Spanish in the classroom. Prerequisite: three years of Spanish language study, or placement by the department. Offered: fall semester.

SPANISH 201 (3)

INTERMEDIATE SPANISH I. A continuation of the 101-102 sequence. Continued development of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of Spanish in the classroom. Prerequisite: Spanish 102, 103, or placement by the department. Offered: each semester.

SPANISH 202 (3)

INTERMEDIATE SPANISH II. Emphasis on the productive skills of speaking and writing with a general grammar review. Continued practice in reading of authentic Hispanic texts, both popular and literary. Several oral presentations are required. Prerequisite: Spanish 201. Offered: each semester.

SPANISH 300. (3)

INTRODUCTION TO HISPANIC LITERATURE.

A course designed to hone the reading strategies of students while introducing them to a variety of literary genres. Students improve their comprehension of literary texts and acquire the tools necessary for writing about the connection between message, form, and context. Vocabulary-building exercises and grammar review may be included as needed. Readings, papers, and class discussion in Spanish only. The course serves as a bridge between the intermediate language sequence (201-202) and the survey of literature courses. Prerequisites: Spanish 201-202, or placement by the department. Offered: fall semester.

SPANISH 301. (3)

SURVEY OF PENINSULAR LITERATURE.

Students read representative pieces of Spanish prose, poetry, and drama within the context of the major literary movements. In oral and written work students develop analytical techniques. Class discussion and readings in Spanish only. Prerequisites: Spanish 201-202, or placement by the department. Offered: fall semester.

SPANISH 302. (3)

SURVEY OF LATIN AMERICAN LITERATURE.

Students read representative pieces of Latin American prose, poetry, and drama within the

context of the major literary movements. In oral and written work students develop analytical techniques. Class discussion and readings in Spanish only. Prerequisites: Spanish 201-202, or placement by the department. Offered: spring semester.

SPANISH 303. (3)

CULTURE AND CIVILIZATION OF SPAIN.

An introduction to the history and culture of Spain through visual, oral, literary, and journalistic sources. Oral and written work in Spanish only. Prerequisites: Spanish 201-202, or placement by the department.

SPANISH 304 (3)

CULTURE AND CIVILIZATION OF LATIN

AMERICA. An introduction to the history and culture of Latin America through visual, oral, literary, and journalistic sources. Oral and written work in Spanish only. Prerequisites: Spanish 201-202, or placement by the department. Offered: spring semester.

SPANISH 305 (3)

ADVANCED CONVERSATION AND GRAMMAR

REVIEW. A course designed to develop and improve speaking skills for more advanced course work. Classroom discussions are based on a variety of topics culled from literary texts, newspaper and magazine articles, or material from other media. Students perform a variety of oral communicative tasks, including presentations, debates, and conversation. Continued vocabulary building and grammar structures which are inherent to specific types of oral communication are reviewed so that students may strive for more sophisticated and correct linguistic expression. Prerequisites: Spanish 201-202, or placement by the department. Offered: fall semester.

SPANISH 306. (3)

ADVANCED COMPOSITION AND GRAMMAR

REVIEW. A Course designed to develop and improve writing skills for more advanced course work. Compositions are based on a variety of topics culled from literary texts, newspaper and magazine articles, or material from other media. Students learn basic elements of composition, such as the development of a thesis with supporting paragraphs and the use of appropriate citations. In addition to compositions, the course may include the art of letter writing and creative writing. Vocabulary building and grammar structures which are inherent to specific types of written expression are reviewed

so that students may strive for more sophisticated and correct linguistic expression. Prerequisites: Spanish 201-202, or placement by the department. Offered: spring semester.

SPANISH 307. (3)

SPANISH FOR PUBLIC AFFAIRS. This course introduces students to the language and culture of practices in government, companies, and institutions in the Hispanic World. Emphasis is placed on improving the four language skills (listening, speaking, reading, and writing) and on underscoring and explaining the differences in the conduct of public affairs in Hispanic cultures. There is extensive use of *realia*, such as the Hispanic press, internet, and interactive web sites. Lectures and oral and written student performance are in Spanish. Prerequisite: Spanish 202, or placement by the department. Offered: spring semester.

SPANISH 310. (3)

LATIN-AMERICAN LITERATURE IN TRANSLATION. An in-depth study of major Latin-American writers. Readings come from mostly the twentieth century and may include poetry, essay, short story, or novel. The course emphasizes the historical and cultural context for the readings in order to consider the national, as well as the international, significance and appeal of representative writers from a variety of Latin-American countries. Readings, class discussions, papers, and oral presentations are in English. This course does not count towards the major or minor in Modern Languages. Prerequisite: none. Offered: on sufficient demand.

SPANISH 320. (3)

SPANISH PHONETICS AND PHONOLOGY.

This course is intended to provide students with an introduction to the sound system of Spanish. Students learn all of the linguistic terminology necessary to describe the point of articulation, the manner of articulation, and the voicing of all the phonemes of standard Spanish. This knowledge is necessary for one to be able to pronounce Spanish well and to be able to teach others to pronounce Spanish. After all of the phonemes of standard Spanish are introduced, students complete both phonetic transcriptions of texts as well as practice their own pronunciation in the language lab. We also study the salient features of all the major dialects of Spanish in both Spain and Latin America. This is an introductory Spanish linguistics class that is ideal for students who have taken Spanish 305

or Spanish 306. Prerequisites: Spanish 201-202, or placement by the department. Offered: fall semester of even-numbered years.

SPANISH 322. (3)

INTRODUCTION TO HISPANIC LINGUISTICS.

This course is intended to provide students with an introduction to the principles and methods of objective language analysis applied to the Spanish language. This general introduction to Hispanic linguistics includes an analysis of the sound system (phonetics and phonology), word formation (morphology), the structure of utterances (syntax), meaning and usage (semantics and pragmatics), and language variation. Assignments include regular reading and homework exercises in the form of problems to solve or questions to answer and short in-class presentations. Assessment tools include regular quizzes, oral interviews, written exams and a final portfolio project in which students must apply the information they have learned to analyze different language samples. The portfolio includes a phonetic transcription of a text, a morphological analysis of a word list, a syntactic analysis of a text, the results of a small, original language study given to native speakers and an essay that discusses a relevant issue in semantics or pragmatics. Prerequisites: Spanish 305 or 306 or permission of the department. Offered: fall semester, alternate years.

Courses at the 400-level in Spanish are offered on sufficient demand.

SPANISH 401. (3)

LATIN-AMERICAN NARRATIVE. A seminar course which examines the precursors and principal authors of the "Boom," a reference to the sudden international critical acclaim and popularity of Latin-American literature in the mid-twentieth century. Readings include short fiction and novels by Jorge Luis Borges, Julio Cortázar, and Gabriel García Márquez, among others. The seminar also addresses the post-boom culture which has taken García Márquez's mythical Latin-American village Macondo and turned it into a more globalized McOndo. Readings and discussions in Spanish. Prerequisite: Spanish 302.

SPANISH 402. (3)

LATIN-AMERICAN POETRY. A seminar in the evolution of verse forms in Latin-American literature. Lectures and texts, oral and written

student performance in Spanish only. Considerable reading. Prerequisite: Spanish 302.

SPANISH 403. (3)

PENINSULAR GENRES BEFORE THE 18TH CENTURY. A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic *Jarchas*, and including the theater of Lope de Vega and the novel of the *p'caro*.

Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 404. (3)

PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the *Ilustración*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of Garc'a Lorca, Camilo José Cela, and Ana Maria Matute. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 405. (3)

TWENTIETH-CENTURY LATIN AMERICAN THEATER. A seminar introducing students to the development of twentieth-century Latin American theater. Representative plays of national, vanguard, and contemporary theater. Class discussions and oral and written student performances in Spanish only. Prerequisite: Spanish 302.

SPANISH 407. (3)

THE NOVEL IN THE GOLDEN AGE. This course encourages close reading and textual criticism of prose authors of the *Siglo de oro*, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 408. (3)

THEATRE OF THE GOLDEN AGE. The course encourages close reading and textual criticism of the *teatro nacional* of Spain, in particular the works of Lope de Vega, Calderón, and their epi-gones. Considerable reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 409. (3)

SPANISH-ENGLISH TRANSLATION. An introduction to the tools and mechanisms of translations from Spanish into English. Includes investigation of style, word usage, synonyms, and idiomatic expressions. Exercises include translation of popular media and literature. A final lengthy translation project is required. Prerequisite: Spanish 305 or 306.

SPANISH 411. (3)

CONTEMPORARY ISSUES IN SPANISH SOCIETY. This advanced course complements the May Term study-abroad experience in Spain for Spanish majors or minors. Students focus on raising cultural awareness and further developing analytical and discussion skills through the study of contemporary issues in society. Students read newspapers, watch selected programs on television (e.g., newscasts, debates, or documentaries), listen to educational radio programs, and attend public lectures. These activities provide the information and vocabulary necessary for discussion of issues of social significance. Classes are conducted in Spanish, and discussions are carefully directed for clear and correct expression of ideas and optimal oral practice. Students demonstrate their understanding of the issues through oral presentations, brief papers, and a final written or oral project. Prerequisite: Spanish 303. Offered: May Term.

SPANISH 422. (3)

HISTORY OF THE SPANISH LANGUAGE. This course is intended to provide the student with an introduction to the history of the Spanish language as it developed from spoken Latin. The historical study of Spanish provides explanations for the phonological, morphological, syntactic and lexical structures of the modern language and also demystifies the development of irregular forms and structures in modern Spanish. Prerequisite: Spanish 305 or 306.

Independent study courses numbered 485-490-495 in French, German, or Spanish only may be developed between faculty members and students to examine specific topics, periods, areas, styles, images, themes, or authors not treated in other offerings. Such courses may be taken only by language majors, however, and then only by students holding a grade-point average of at least 3.0. Determination and approval lie with department chair.

PHILOSOPHY

Professor P. Wilson^F; Associate Professors Hight, Janowski

Chair: James D. Janowski (Fall 2010)
Patrick A. Wilson (Spring 2010)

The requirements for a Philosophy major are Philosophy 102, 201, 210, 302 or 303, 304 or 305, 412, 413, and an additional 9 hours in the discipline (30 total hours). Interdisciplinary majors involving philosophy may be developed and pursued with the approval of the departments concerned.

For more information about the department, see its web page.

PHILOSOPHY 102. (3)

INTRODUCTION TO PHILOSOPHY. An introduction to philosophical thinking and argument by consideration of specific philosophical problems, such as the existence of God, the meaning of life, the nature of knowledge, the relationship between mind and body, and the nature of morality. Prerequisite: none. Offered: each semester.

PHILOSOPHY 201. (3)

LOGIC. An introduction to the skills and practice of critical reasoning, including argument analysis and some formal logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 210. (3)

ANCIENT AND MEDIEVAL PHILOSOPHY. A study of philosophical classics from the early Greeks through the medieval period, typically with an emphasis on the thought of Plato and Aristotle. Prerequisite: none. Offered: fall semester.

PHILOSOPHY 217. (3)

PHILOSOPHY OF RELIGION. A study of the major issues and figures in contemporary reflection on religion. Prerequisite: one course in Philosophy. Offered: spring semester of odd-numbered years.

PHILOSOPHY 218. (3)

PHILOSOPHY OF ART. An exploration of some of the major issues, questions, and theories in aesthetics. Topics for discussion include the nature and aim of art, the nature of aesthetic experience, the nature of aesthetic value, and the moral, social,

and political questions that arise in thinking about the various arts. Prerequisite: none. Offered: on sufficient demand.

PHILOSOPHY 302. (3)

MODERN PHILOSOPHY: RATIONALISTS. A study of philosophical classics in the Rationalist tradition, typically emphasizing Descartes, Spinoza, Malebranche, and Leibniz. Prerequisite: one course in Philosophy, or consent of instructor. Offered: spring semester of even-numbered years.

PHILOSOPHY 303. (3)

MODERN PHILOSOPHY: EMPIRICISTS AND KANT. A study of philosophical classics in the Empiricist tradition (typically emphasizing Locke, Berkeley, and Hume) and Kant's reaction to that tradition. Prerequisite: one course in Philosophy, or consent of instructor. Offered: spring semester of odd-numbered years.

PHILOSOPHY 304. (3)

NINETEENTH-CENTURY PHILOSOPHY. A study of European philosophy in the nineteenth century that may include movements such as idealism, materialism, and existentialism and thinkers such as Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, and Mill. Prerequisite: one course in Philosophy, or consent of instructor. Offered: fall semester of even-numbered years.

PHILOSOPHY 305. (3)

TWENTIETH-CENTURY PHILOSOPHY. A study of central themes in twentieth-century philosophy that may include topics such as early philosophy of language, pragmatism, ordinary-language philosophy, continental convergences with analytic philosophy, ethics, social philosophy, philosophy of mind, metaphysics, epistemology, etc. Prerequisite: one course in Philosophy, or consent of instructor. Offered: fall semester of odd-numbered years.

PHILOSOPHY 312. (3)

PHILOSOPHY OF SCIENCE. A consideration of the aims, methods, social dimensions, and limits of science, including the relationship of empirical data to laws, models, theories, and explanation. Prerequisite: one course in Philosophy. Offered: fall semester of even-numbered years.

PHILOSOPHY 313. (3)

SCIENCE AND RELIGION. A seminar on the philosophical and religious implications of the Big Bang and biological evolution. Topics for

discussion include cosmological arguments for and against God's existence, divine foreknowledge, the concept of design, evolutionary accounts of consciousness and morality, theistic and naturalistic methodologies, and the limits of explanation. Prerequisite: one course in Philosophy. Offered: fall semester of odd-numbered years.

PHILOSOPHY 314. (3)

ETHICS. An examination of some of the major issues and theories in philosophical ethics. Topics for discussion include the nature and ground of morality, human nature, reason, sentiment, virtue, happiness, the criteria of morally rightful action, and the scope of moral obligation. Prerequisite: one course in Philosophy, or consent of instructor. Offered: fall semester.

PHILOSOPHY 316. (3)

SOCIAL PHILOSOPHY. An exploration of various conceptions of justice and the ideally good society. Topics for discussion include distributive justice, rights, needs, desert, economic efficiency, the relation between the individual and community, and the authority of the state. Although the approach to these topics is primarily theoretical, practical issues such as affirmative action, inheritance, and taxation will be discussed against the backdrop of theory as appropriate. Prerequisite: one course in Philosophy, or consent of instructor. Offered: spring semester.

PHILOSOPHY 412-413. (3-3)

JUNIOR/SENIOR SEMINAR. A capstone sequence, required for junior and senior philosophy majors, which usually focuses on an individual philosopher or issue in some depth. The course involves seminar discussions and philosophical research. Prerequisite: major in philosophy, or consent of instructor. Offered: 412 in the spring semester of even-numbered years; 413 in the spring semester of odd-numbered years.

PHYSICS AND ASTRONOMY

Professor Cheyne^S; Associate Professors Bloom, Keohane, McDermott, Thurman^F; Visiting Assistant Professor Holcomb

Chair: Walter C. McDermott III

The requirements for a major in Physics are 33 hours, including Physics 131, 132, 151, 152, 233, 244, 253, 331, 332, and either Physics 103 or 104. Of the remaining 9 hours, at least 6 must be at the 200 level or higher.

The requirements for a major in Applied Computational Physics are 35 hours, including Physics 103, 131, 132, 151, 152, 220, 233, 244, 253, and 331; and Computer Science 261, 262, and 361.

The requirements for a minor in Astronomy are 18 hours, including Astronomy 110, 151, 210, and 310; and Physics 131, 132, 151, and 152. Physics or Chemistry majors who take the Physics courses and elect to complete the Astronomy minor are allowed to count Physics 131, 132, 151, and 152 in both the major and the Astronomy minor.

For more information about the department, see its web page.

ASTRONOMY

ASTRONOMY 110. (3)

INTRODUCTION TO ASTRONOMY. An examination of astronomy: its methods and history, and the origin and development of the solar system, the galaxy, and the universe. Prerequisite: none. Corequisite: Astronomy 151. Offered: each semester.

ASTRONOMY 125. (3)

LIFE IN THE UNIVERSE. This course concentrates on the astronomical and biological conditions which have made possible the development of life on Earth. Our knowledge of the cosmos is critically examined to estimate the probabilities for life to arise elsewhere. Methods of searching for intelligent extraterrestrial life are reviewed. This is a one-semester course intended for the non-physical-science major. Prerequisite: none. Offered: on sufficient demand.

ASTRONOMY 210. (3)

OBSERVATIONAL ASTRONOMY. A comprehensive introduction to observational astronomy, the course begins with the study of the

greatest observations of the 20th century, followed by modern data analysis techniques on both space-based and ground-based data sets. The students have full access to the College telescope, as well as access to shared observing facilities. Prerequisite: Astronomy 110/151. Offered: fall semester of even-numbered years.

ASTRONOMY 310. (3)

ASTROPHYSICS. The study of the physics of astronomical processes in order to understand what can be learned from the radiations observed from astronomical objects. Detectors and detection techniques are also examined. Cross-listed: Same class as Physics 310. Prerequisites: Physics 132 and Mathematics 142. Offered: spring semester of odd-numbered years.

PHYSICS

PHYSICS 103. (3)

BASIC DIGITAL ELECTRONICS. A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Offered: spring semester.

PHYSICS 104. (3)

BASIC LINEAR ELECTRONICS. A laboratory-based study of circuits employing transistors and integrated circuits. Prerequisite: none. Offered: fall semester.

PHYSICS 107. (3)

ENERGY AND THE ENVIRONMENT. An introductory course focusing on the basic physical principles behind production, consumption, conservation and pollution due to the use of energy. Topics include fossil fuels, renewable energy sources, conservation techniques, transportation, and climate change. Prerequisite: none. Offered fall semester of odd numbered years.

PHYSICS 108. (3)

METEOROLOGY AND CLIMATOLOGY. An elementary introduction to meteorology and climatology including properties of the atmosphere and their effects on the weather, climate change and global warming. Prerequisite: none. Offered: spring semester.

PHYSICS 131. (3)

FUNDAMENTALS OF PHYSICS I. A calculus-based introduction to classical mechanics. Topics include linear kinematics and dynamics, work

and energy, momentum, gravitation, rotational kinematics, oscillations, fluids, and mechanical and sound waves. Prerequisite or corequisite: Mathematics 141. Corequisite: Physics 151. Offered: fall semester.

PHYSICS 132. (3)

FUNDAMENTALS OF PHYSICS II. A calculus-based introduction to electromagnetism and modern physics. Electrostatics, the electric field and potential, electric current and circuits, magnetostatics, induction, light and optics, the atomic nature of matter, the structure of the atom, and the nucleus are studied. Prerequisites: Physics 131 and Mathematics 141. Prerequisite or corequisite: Mathematics 142. Corequisite: Physics 152. Offered: spring semester.

PHYSICS 135. (3)

THE PHYSICS OF SOUND. The course begins with an introduction to the basic physics of sound. Additional topics include a study of musical instruments, high-fidelity audio systems, speaker design and placement, microphones, and room acoustics. Prerequisite: none. Offered: fall semester of even-numbered years.

PHYSICS 220. (3)

COMPUTATIONAL METHODS IN PHYSICS. An introduction to the techniques of using computers to solve problems in physics. These include numerical differentiation and integration, Monte Carlo simulations, numerical modeling, and graphical presentation of data. The techniques learned are applied to solve interesting problems in physics. Previous programming experience and computer literacy are helpful but not expected. Prerequisite: Physics 131. Offered: spring semester.

PHYSICS 233. (3)

MODERN PHYSICS. An introduction to modern physics, which includes a study of relativity, atoms, molecules, nuclei, waves, and spectra. Prerequisite: Physics 132. Corequisite: Physics 253. Offered: fall semester.

PHYSICS 234. (3)

MATHEMATICAL METHODS FOR PHYSICS. Selected mathematical techniques most often used in physics are studied. Power Series, Fourier Series, linear transformations, ordinary and partial differential equations, Eigenvalues, Eigenvectors, complex variables, LeGendre Polynomials, spherical harmonics, and Bessel Functions are among the

topics considered. These techniques are applied to problems in electricity and magnetism, mechanics, acoustics, and quantum mechanics. Prerequisite: Physics 132. Offered: spring semester.

PHYSICS 244. (3)

EXPERIMENTAL PHYSICS. An instrumentation based course that provides an introduction to modern measurement techniques, instrumentation, and data analysis. Topics include concepts of electronics, spectroscopy systems, and mechanical systems. Emphasis is placed on the principles of data collection and analysis. Prerequisite: Physics 132. Offered: spring semester.

PHYSICS 301-302. (1-1)

PHYSICS SEMINAR I-II. A study of special topics, with emphasis on the preparation and oral presentation of reports. Prerequisites: Physics 131 and 132. Offered: on sufficient demand.

PHYSICS 310. (3)

ASTROPHYSICS. The study of the physics of astronomical processes in order to understand what can be learned from the radiations observed from astronomical objects. Cross-listed: Same class as Astronomy 310. Prerequisites: Physics 132 and Mathematics 142. Offered: spring semester of odd-numbered years.

PHYSICS 331. (3)

CLASSICAL MECHANICS. Particle dynamics is treated with special emphasis on harmonic motion, motion in a central force field, and the two-body problem. Prerequisite: Physics 131. Offered: fall semester.

PHYSICS 332. (3)

ELECTRICITY AND MAGNETISM I. A study of electrostatics, dielectrics, and magnetostatics. Prerequisite: Physics 331. Offered: spring semester.

PHYSICS 341. (3)

WAVE PROPERTIES AND OPTICS. Geometrical and physical optics. Prerequisite: Physics 132. Offered: spring semester.

PHYSICS 342. (3)

THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisite: Physics 132. Offered: spring semester.

PHYSICS 365. (1)

INTRODUCTION TO HONORS RESEARCH. A detailed proposal for an Honors research project is prepared in consultation with the faculty member who supervises the research. Prerequisite: consent of the instructor.

PHYSICS 421-422. (3-3)

THEORETICAL PHYSICS. Selected topics investigated in depth using sophisticated mathematical techniques, mostly advanced mechanics and electromagnetic field theory. Prerequisite: Physics 332. Offered: on sufficient demand.

PHYSICS 431. (3)

SUB-ATOMIC PHYSICS. Instructor chooses from among the following topics according to the interests of the students: constituents and models of the nucleus, classification of sub-atomic particles, interactions of sub-atomic particles with matter and fields, structure of sub-atomic particles, conservation laws and symmetries, electromagnetic forces, strong and weak forces, and unification of forces. Prerequisite or corequisite: Physics 233. Offered: on sufficient demand.

PHYSICS 432. (3)

ELECTRICITY AND MAGNETISM II. A study of electrodynamics, magnetodynamics, Maxwell's Equations, and electromagnetic waves. Prerequisite: Physics 332. Offered: on sufficient demand.

PHYSICS 441. (3)

SOLID-STATE PHYSICS. An introductory course in solid-state physics and material science, with an emphasis on the applications of each topic to experimental and analytical techniques. Topics include crystallography, thermal and vibrational properties of crystals and semiconductors, metals and the band theory of solids, superconductivity, the magnetic properties of materials, and surface physics. Prerequisite: Physics 332. Offered: fall semester.

PHYSICS 442. (3)

QUANTUM MECHANICS. The physical foundations of the quantum theory are studied. Schroedinger's Equation is introduced and used to analyze elementary aspects of the atom. Perturbation theory, the variational method, and other approximation methods are introduced. Prerequisite: Physics 331. Offered: spring semester.

LABORATORIES

ASTRONOMY

ASTRONOMY 151. (1)

ASTRONOMY LABORATORY. An experimental and observational approach to introductory astronomy. Goals for this class include the implementation of observational techniques, the development of data analysis skills using current standard spreadsheet software, the development of scientific writing skills, and learning to use an astronomical telescope. Corequisite: Astronomy 110. Offered each semester.

PHYSICS

PHYSICS 151. (1)

GENERAL PHYSICS LABORATORY I. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Corequisite: Physics 131. Offered: fall semester.

PHYSICS 152. (1)

GENERAL PHYSICS LABORATORY II. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Corequisite: Physics 132. Offered: spring semester.

PHYSICS 253. (1)

MODERN PHYSICS LABORATORY. A laboratory course that consists of a sequence of experiments designed to study the properties of electrons, photons, atoms and their interactions. Corequisite: Phys 233. Offered: fall semester.

PHYSICS 351-352. (1, 2, 3)

ADVANCED LABORATORY. A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments. Prerequisite: consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS 461. (3)

HONORS ADVANCED LABORATORY. An extended project, developed in Physics 365, conducted in collaboration with a faculty member, ordinarily resulting in publishable research. Prerequisite: consent of the instructor.

PHYSICS 462. (3)

HONORS ADVANCED LABORATORY. A continuation of Physics 461 for projects found suitable. Prerequisite: consent of the instructor.

PSYCHOLOGY

Professors Herdegen, Mossler, D. Weese; Associate Professor Vitale[§]; Visiting Assistant Professor Gokcesu

*Chair: Jennifer E. Vitale (Fall 2010)
Daniel G. Mossler (Spring 2011)*

The requirements for a major in Psychology are 11 courses and 3 laboratories in Psychology, including Psychology 101, 102, 210, 211/251, 401, and 402. In addition, students must take either Psychology 301/351 or 312/352, and either Psychology 304/354 or 315/355. (Although the lecture courses may be taken without the lab sections, the lab sections must be taken at the same time as the corresponding lecture courses.) Electives in Psychology may be chosen from the 200-, 300-, and 400-level departmental offerings. Students are encouraged to complete Psychology 210 and 211 during the sophomore year, and 211 must be completed before the end of the junior year. Students also are strongly encouraged to take at least one 300-level laboratory course before the end of the junior year.

A student may not take Psychology 102 if previously he has completed a comprehensive, one-semester, introductory-level course in Psychology.

Students may develop interdisciplinary majors within the social and natural sciences with the approval of the departments concerned.

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology or Biology.

PSYCHOLOGY 101. (3)

PSYCHOLOGY AS A NATURAL SCIENCE.

Survey of research areas which rely on the experiment for data acquisition (learning, memory, cognition, physiology, sensation and perception, motivation). Examination of the evidence pertaining to important concepts, issues, and topics in those areas of psychology, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. Prerequisite: none. Offered: each semester.

PSYCHOLOGY 102. (3)

PSYCHOLOGY AS A SOCIAL SCIENCE.

Survey of research areas which chiefly employ case studies, surveys, and correlational methods (developmental, intelligence, personality, abnormal,

psychotherapy, social). Examination of the evidence pertaining to important concepts, issues, and topics in those areas of psychology, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. Prerequisite: none. Offered: each semester.

PSYCHOLOGY 202. (3)

COGNITIVE PSYCHOLOGY. This course focuses on the study of human memory and mental processes. The information-processing approach is presented and described in some detail. A variety of mental activities are covered, including attention, perception, remembering, using language, reasoning, and problem-solving. Special attention is paid to the application of current research in cognitive psychology to real-life situations. Prerequisite: Psychology 101 or 102. Offered: fall semester of alternate years.

PSYCHOLOGY 205. (3)

MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 101 or 102. Offered: fall semester.

PSYCHOLOGY 206. (3)

SOCIAL PSYCHOLOGY. The analysis of social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment. Prerequisite: Psychology 101 or 102. Offered: alternate years.

PSYCHOLOGY 207. (3)

DRUGS AND BEHAVIOR. The systematic study of the effects of drugs on behavior, cognitive functioning, and emotions; the interaction of a drug with the nervous system; the biological and psychological makeup of the individual; and the social and physical environment as the determinant of the drug experience. Prerequisite: Psychology 101. Offered: spring semester of alternate years.

PSYCHOLOGY 210. (3)

QUANTITATIVE METHODS. An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential

techniques are discussed, including non-parametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized. Not open to seniors except with permission of the instructor. Prerequisite: Psychology 101 or 102. Offered: fall semester.

PSYCHOLOGY 211. (3)

RESEARCH METHODS. An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include design and planning of experiments, control of variables in research, behavioral measurement, subject selection, implementation of experiments, data analysis and evaluation, presentation of research results, and ethical issues in psychological research. Prerequisites: Psychology 101 or 102, and 210. Corequisite: Psychology 251. Offered: spring semester.

PSYCHOLOGY 251. (1)

LABORATORY PRINCIPLES IN PSYCHOLOGY. Laboratory exercises involving application of principles and methods of research in psychology. Corequisite: Psychology 211. Offered: spring semester.

PSYCHOLOGY 301. (3)

BEHAVIORAL NEUROSCIENCE. The role of the nervous system in the control of behavior. An examination of neurophysiology, neurochemistry, neuropharmacology, and neuroanatomy and their relation to motivation, learning and memory, cognition, and mental disorders. Prerequisite: Psychology 101 or Biology 110; recommended: Psychology 210 and 351. Offered: fall semester.

PSYCHOLOGY 303. (3)

COGNITIVE NEUROSCIENCE. Cognitive neuroscience examines the neural basis of higher mental functions, including brain systems supporting vision, object recognition, attention, memory, spatial functions, language, and decision-making. Major themes include mind/brain relationships, localization of function, and plasticity of the brain, in addition to behavioral measures of cognition used to study people with focal brain damage as well as neuroimaging studies of neurologically normal people. Cognitive neuroscience approaches to disorders such as autism, schizophrenia, and Alzheimer's disease are

also explored. Prerequisite: Psychology 101 or 102, or Biology 110/151. Offered: spring semester of alternate years.

PSYCHOLOGY 304. (3)

PSYCHOLOGY OF PERSONALITY. Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, self, and learning approaches are compared and evaluated. Prerequisite: Psychology 101 or 102; recommended: Psychology 210 and 354. Offered: fall semester.

PSYCHOLOGY 309. (3)

ABNORMAL PSYCHOLOGY. An overview of emotional, behavioral, and cognitive conditions which are considered sufficiently stressful, dysfunctional, unusual, or bizarre to require treatment by mental-health professionals. Included in each major category defined by psychiatry's diagnostic manual are a description of symptoms, typical antecedent life stresses, correlates in childhood developmental patterns, and physiological, neurological, and temperamental concomitants. Theory and research concerning causes and common therapeutic approaches are reviewed. Prerequisite: Psychology 101 or 102. Offered: spring semester.

PSYCHOLOGY 310. (3)

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY. Application of psychological principles to problems in business and industry, and to management. Addresses such topics as personnel selection and organizational theory. Prerequisite: Psychology 101 or 102. Offered: as staffing permits.

PSYCHOLOGY 312. (3)

LEARNING. The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 101; recommended: Psychology 210, 211, and 251. Offered: spring semester.

PSYCHOLOGY 313. (3)

SENSATION AND PERCEPTION. An examination of sensory systems and perceptual processes. The senses are considered in terms of their respective physical stimuli, receptor systems, neural structures, and psychophysical data. Topics

in perception include attention, feature detection, depth perception, perceptual organization, and perceptual illusions. Prerequisite: Psychology 101 or 102. Offered: spring semester of alternate years.

PSYCHOLOGY 315. (3)

DEVELOPMENTAL PSYCHOLOGY. Normal development of the human individual beginning with the prenatal period and with a special emphasis on childhood and adolescence. Developmental change and crises in middle life and old age are described in less detail. Prerequisite: Psychology 102; recommended: Psychology 210, 211, and 251. Offered: spring semester.

PSYCHOLOGY 319. (3)

THE PSYCHOLOGY OF LAW. This course deals with the relationship between psychology and the legal process. Psychological abnormality and the criminal and civil law; the psychology of jury selection and deliberation; the validity of eyewitness testimony; the nature and treatment of criminal offenders; and the psychology of lawyering, negotiation, and conflict-resolution are among its concerns. Some attention is given to the psychological assumptions that underlie the common law and to the empirical investigation of their validity. Prerequisite: Psychology 101 or 102. Offered: as staffing permits.

PSYCHOLOGY 320. (3)

PSYCHOTHERAPY. A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisites: Psychology 101, 102, and 304 or 309. Offered: alternate years.

PSYCHOLOGY 351. (1)

LABORATORY IN PHYSIOLOGICAL PSYCHOLOGY. Application of laboratory techniques in physiological research, including dissection, anesthesia, surgery, lesioning, behavioral testing, and histology. Corequisite: Psychology 301. Offered: fall semester.

PSYCHOLOGY 352. (1)

LABORATORY FOR LEARNING. Applications of principles of classical and operant conditioning, observational learning, human learning, and memory in laboratory exercises and experiments. Corequisite: Psychology 312. Offered: spring semester.

PSYCHOLOGY 354. (1)

LABORATORY FOR PERSONALITY. Exercises involving development and use of instruments to measure personality constructs and types, and the evaluation of those instruments. Corequisite: Psychology 304. Offered: fall semester.

PSYCHOLOGY 355. (1)

LABORATORY FOR DEVELOPMENTAL PSYCHOLOGY. Exercises utilizing various research methods involved in the study of developmental processes, such as observational techniques and cross-sectional and longitudinal studies. Corequisite: Psychology 315. Offered: spring semester.

PSYCHOLOGY 401-402. (3-3)

SENIOR SEMINAR I-II. These two courses compose the capstone experience for senior majors in Psychology. In 401 each student works individually with a member of the Psychology faculty serving as a thesis advisor to select a topic for his senior thesis, conduct a thorough review of the professional literature on that topic, and develop a proposal for an empirical research study to examine the topic. Alternatively, a student may propose an internship experience in place of the empirical study. In 402 the student performs actual data collection as described in his research proposal (or completes the internship experience), writes a senior thesis based on that research, and gives a public oral presentation on the thesis. In addition to collecting data, students meet as a group to address current issues and trends in the field with presentations and discussions led by different members of the Psychology faculty. (Students who are on schedule to complete their course work in December still must take these courses in sequence: 401 must be taken in the fall semester and 402 in the spring semester of the last full academic year in which the student is taking courses at Hampden-Sydney.) Prerequisites: Psychology 101, 102, 210, 211, two other Psychology elective courses, and senior standing. At least one 300-level laboratory course in Psychology is strongly recommended. Offered: 401 in the fall semester; 402 in the spring semester.

PSYCHOLOGY 403. (3)

HISTORY AND SYSTEMS OF PSYCHOLOGY. An exploration of the history of psychology from its philosophical antecedents through the major schools of structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists are discussed. The course is

highly recommended for students who are planning on graduate study in psychology or related fields. Prerequisites: Psychology 101, 102, and at least three courses at the 300-level; Psychology 304 and 312 are especially recommended. Open to seniors only. Offered: alternate years.

PSYCHOLOGY 410. (3)

PRACTICUM AND INTERNSHIP IN

PSYCHOLOGY. Students gain hands-on experience in a work setting that applies the principles of psychology. Academic-year internships typically involve about 120 hours per semester at the internship site (one full day or two half-days per week) with supervision by a psychology professional. Summer internships may (and generally do) involve a more substantial time requirement. Prerequisite: status as a senior majoring in Psychology, or consent of the department. Offered: as staffing permits.

RELIGION

Professor Emeritus Rogers; Professors Carney, Hall; Associate Professor Utzinger; Assistant Professor Vogel

Chair: Robert G. Hall

The requirements for a major in Religion are 30 hours in Religion courses, including at least one course at the 200-level or above in each of the four areas of study: world religions, Biblical studies, Christian theology and ethics, and American and historical studies. At least one course must be a 400-level seminar, ordinarily the seminar designated Religion 445, Colloquium for Majors. Six hours in Philosophy courses are also recommended for students majoring in Religion; Philosophy 307 and Sociology 305 may be counted toward the required hours for the major.

The requirements for a major in Religion and Philosophy are 18 hours in each department, specific courses to be chosen in consultation with the departments.

The requirements for a minor in Religion are eighteen hours of courses in Religion. Only one introductory course (i.e. Religion 101, 102, or 103) may count toward the minor. The minor requires three additional courses at the 300-level or above, at least one of which must be a departmental seminar or the departmental colloquium (from Religion 405, 415, 425, 435, or 445). In addition to Religion courses, Philosophy 217 and Greek 303 may serve as electives toward the Religion minor.

INTRODUCTORY COURSES

RELIGION 101. (3)

INTRODUCTION TO RELIGION.

A consideration of the nature of religion and the human religious quest. Students should gain an understanding of how religious communities and individuals interact with one another and their wider cultural milieu. Themes such as the role of experience, faith, theology, sacred texts, and ritual in the religious life of individuals and communities are considered. Prerequisite: none. Offered: each semester.

RELIGION 102. (3)

INTRODUCTION TO BIBLICAL STUDIES.

An introductory study of ancient Jewish and early Christian literature (the Hebrew and Christian scriptures). Consideration is given to methods of

interpretation, historical context and narrative, and literary form, as well as to principal themes and ideas. Prerequisite: none. Offered: each semester.

RELIGION 103. (3)

INTRODUCTION TO WORLD RELIGIONS.

An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions, as well as to indicate the common questions that the various traditions address. The course begins with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American are examined. Prerequisite: none. Offered: each semester.

COURSES IN WORLD RELIGIONS

RELIGION 201. (3)

JUDAISM. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none.

RELIGION 202. (3)

RELIGIONS OF SOUTH ASIA. A study of the religions of South Asia and the historical and cultural context in which they developed. Central to this study are modern Hinduism and its antecedents, as well as Jainism, Buddhism, Sikhism, and South Asian Islam. Special attention is paid to the role of religious traditions in contemporary South Asia. Prerequisite: none.

RELIGION 203. (3)

RELIGIONS OF EAST ASIA. A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none.

RELIGION 204. (3)

ISLAM. A study of the major elements of religious life and practice in the Islamic tradition: Allah, Qur'an, Prophet, worship, law, theology, mysticism. Special attention is paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none.

RELIGION 303. (3)

RELIGIOUS PLURALISM. This course involves critical reflection on the meaning of religious pluralism in the contemporary world. This process of reflection includes clarification of the significance of "pluralism," its impact on asserting truth claims, and the possibility of one tradition's claim to absolute truth in relation to the truth claims of other traditions. In particular, the course addresses the model of interreligious dialogue as a strategy for living with truth claims and religious pluralism. Prerequisite: none, but Religion 103 or another course in world religions is recommended.

RELIGION 401. (3)

THE HOLOCAUST: CONTEMPORARY

PERSPECTIVES ON MEANING. This seminar provides an integrative approach to studying the Holocaust. Through literature, film, drama, art, conversation with a Holocaust survivor, and a museum field trip, student participants explore a range of human responses—denial, guilt, rage, sorrow—and thereby attempt to assess the enduring meaning of the Holocaust for the human community. Limited to juniors and seniors. Prerequisite: none.

RELIGION 405. (3)

SEMINAR IN WORLD RELIGIONS. A seminar on a focused topic in world religions that prepares students for a significant exercise in research. Prerequisite: permission of the instructor.

COURSES IN BIBLICAL STUDIES

RELIGION 151-152. (3-3)

TUTORIAL IN BIBLICAL HEBREW. Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.

RELIGION 251. (3)

READINGS IN INTERMEDIATE HEBREW.

Reading of selections from the Hebrew Bible and from the Dead Sea Scrolls with the goals of increasing speed and proficiency in the language, of beginning an appreciation of Hebrew poetry, and of gaining insight into the texts. Prerequisite: Hebrew 151-152, or their equivalent. Offered: on sufficient demand.

RELIGION 210. (3)

BIBLICAL ARCHAEOLOGY. A study of the goals and methods of archaeologists working in the Near East that enables the student to understand the peoples of the Near East, especially Palestine, in terms of their culture, artifacts, and history. This course seeks to provide the background—history, geography, and culture—within which the setting of the Bible can be understood. The course treats methods in archaeology, archaeological sites and the history of Palestine, and analysis of Biblical and non-Biblical texts. Prerequisite: none.

RELIGION 211. (3)

THE TORAH. A study of the Five Books of Moses: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Students consider passages which reflect the ancient life of monarchic and pre-monarchic Israel, but concentrate on discovering the exilic and post-exilic message of the books as they presently exist. Prerequisite: none.

RELIGION 212. (3)

THE HEBREW PROPHETS. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: none.

RELIGION 215. (3)

THE SYNOPTIC GOSPELS. A study of the presentation of Jesus in the Synoptic Gospels. Students also study other ancient portraits of Jesus to show how the Synoptic Gospels define the character and teaching of Jesus over against an astonishing breadth of possibility. Prerequisite: none.

RELIGION 218. (3)

THEOLOGY OF PAUL. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration is given to the interpreters of Paul—his influence on subsequent theologians such as Martin Luther, Karl Barth, and Reinhold Niebuhr. Prerequisite: none.

RELIGION 314. (3)

THE PROPHECY OF ISAIAH. After a brief review of divination in the ancient eastern Mediterranean world and of prophecy in Israel, the class studies the book of Isaiah in its historical contexts. Students also read later interpreters of this richly theological

book. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 316. (3)

THE GOSPEL OF JOHN. Through careful reading of John and of ancient works that clarify John's imagery, the class attempts to understand this simple and profound Gospel. Students also read selections from interpreters, such as Origen, Augustine, Calvin, and Brown. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 318. (3)

HISTORY OF BIBLICAL INTERPRETATION. An exploration of the different guiding principles and methods used throughout Christian history to interpret Biblical texts, with particular attention given to the relationship between historical and theological meaning. Biblical texts are studied in conjunction with diverse commentators on those texts from various periods and perspectives, in order to more fully understand the richness of the interpretive tradition. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 319. (3)

BIBLICAL INTERPRETATION IN PRACTICE. A careful study of a particular Biblical book and of issues in its interpretation. Students seek to tame that imagination by precision in observation and argument. Prerequisite: a 200-level Religion course in Biblical studies, or permission of the instructor.

RELIGION 415. (3)

SEMINAR IN BIBLICAL STUDIES. A seminar on a focused topic in Biblical studies that prepares students for a significant exercise in research. Prerequisite: permission of the instructor.

COURSES IN CHRISTIAN THEOLOGY AND ETHICS

RELIGION 221. (3)

HISTORY OF CHRISTIAN THOUGHT I. A study of important Christian thinkers and the historical currents in which they worked from New Testament times to the Reformation. Readings include the work of several early Church Fathers and Medieval mystics as well as singularly important figures such as Augustine and Thomas Aquinas, with a view toward exploring the diversity of Christian experience, practice, and theology in

the first fifteen hundred years of the Christian era. Prerequisite: none.

RELIGION 222. (3)

HISTORY OF CHRISTIAN THOUGHT II.

A study of important Christian thinkers and the historical currents in which they worked from the Reformation to the present. Within the great diversity of this period, the course focuses upon the work of the Reformers (Luther, Calvin, the Anabaptists), the development of 18th and 19th century liberalism, and the subsequent reactions of thinkers such as Newman, Kierkegaard, Barth, and Balthasar. Prerequisite: none.

RELIGION 225. (3)

CHRISTIAN ETHICS. An exploration of Christian ethics emphasizing the role of Christian community and identity as fundamental to Christian ethical practice. An initial examination of the Biblical, theological, and historical bases for Christian ethics in the first part of the course leads to focused discussions of specific contemporary moral and social issues in the latter part of the semester. Prerequisite: none, but Religion 101 or 102 is recommended. Offered: spring semester.

RELIGION 321. (3)

REFORMATION THOUGHT. A study of the disintegration of medieval Catholicism, the rise of Protestant Christianity, and the development of Catholic reform in the sixteenth century. This course emphasizes the interaction between religious, theological, social, and political forces. Prerequisite: One course in religion (preferably Religion 221 or 222), or permission of the instructor.

RELIGION 323. (3)

THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis is on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes vary. Prerequisite: Religion 101 or 102, or permission of the instructor.

RELIGION 325. (3)

CONTEMPORARY CHRISTIAN THEOLOGY.

A study of selected topics in theology, with particular attention given to important recent developments and the writings of major contemporary Christian theologians or Biblical

scholars. Prerequisite: Religion 101 or 102, or permission of the instructor.

RELIGION 327. (3)

STUDIES IN CHRISTIAN THEOLOGY. Intensive study of selected issues in contemporary Christian theology or Biblical studies. Prerequisite: Religion 221 or 222, or permission of the instructor.

RELIGION 329. (3)

CHRISTIAN ETHICS AND TECHNOLOGY. The extraordinary technological innovations of the last fifty years have affected nearly every aspect of daily life. As heavily discussed as these new technologies are, there has been little fundamental reflection on the ethical questions raised by the sweeping changes brought on by the technological revolution. This course explores and critiques the technological revolution from the broad standpoint of Christian ethics in order better to understand the social effects, both positive and negative, of the new technologies, and strives to begin to work out constructive ethical responses to those effects. Prerequisite: Religion 225, or permission of the instructor.

RELIGION 425. (3)

SEMINAR IN THEOLOGY AND ETHICS. A seminar on a focused topic in theology or ethics that prepares students for a significant exercise in research. Prerequisite: permission of the instructor.

COURSES IN AMERICAN AND HISTORICAL STUDIES

RELIGION 231. (3)

RELIGION IN AMERICAN LIFE I. An historical survey of religion in American life and thought to 1870. Topics include the influence of Puritanism, the character of American religious freedom, slave religion, and the interaction between religion and social reform. Prerequisite: none.

RELIGION 232. (3)

RELIGION IN AMERICAN LIFE II. An historical survey of religion in American life and thought since 1870. Topics include American religious pluralism, immigrant religion, religious responses to social issues, and the character of modern American religious experience. Prerequisite: none.

RELIGION 245. (3)

PERSPECTIVES IN THE STUDY OF RELIGION.

This course is a survey of the development of the discipline of religion from the 19th

century to the present. By reading classical and current theorists, students are introduced to the methodology, theoretical debates, and approaches within the discipline of religion as they have historically developed. Students also consider how (and whether) one can academically define and investigate the phenomenon of "religion." Emphasis is on seminal figures in the discipline, including James Frazer, Emile Durkheim, Mary Douglas, Mircea Eliade, and Clifford Geertz, as well as their contemporary critics. Prerequisite: none.

RELIGION 334. (3)

RELIGION AND ETHNICITY IN AMERICA. An examination of the relationship between religious and ethnic identity in the context of American culture. Topics include theoretical approaches to religion and ethnicity, debates over the designation of "American," and consideration of how race, class, and gender affect ethno-religious identity. Prerequisite: One course in religion (preferably Religion 231 or 232), or permission of the instructor.

RELIGION 336. (3)

ALTERNATIVE RELIGIONS IN AMERICA. An historical study of new religious movements in the United States. Topics include theoretical approaches about the nature of religious movements, the difference between "alternative" and "mainstream" religion, and the contours of religious success and failure. Prerequisite: One course in religion (preferably Religion 231 or 232), or permission of the instructor.

RELIGION 338. (3)

CHRISTIAN APOCALYPTICISM. An examination of apocalyptic thinking from its Jewish and Christian origins to the present. Topics include theoretical approaches to the apocalyptic imagination, the interaction between official and popular religion, and the role of apocalyptic thinking in Christian thought. Prerequisite: One course in religion (preferably Religion 221 or 222), or permission of the instructor.

RELIGION 435. (3)

SEMINAR IN RELIGIOUS HISTORY. A seminar on a focused topic in American religion or religious history that prepares students for a significant exercise in research. Prerequisite: junior or senior status, or permission of the instructor.

COLLOQUIUM FOR MAJORS

RELIGION 445. (3)

COLLOQUIUM FOR MAJORS. Each year one 400-level seminar is designated as the colloquium for majors. All senior Religion majors are expected to participate in this course in which all faculty members of the department play a role. Limited to Religion majors and to other qualified students with the permission of the instructor.

RHETORIC

Professors Bagby, Deis, Frye, Hardy, K. Weese; Associate Professors Davis, Deal, Rand, Varholý; Adjunct Associate Professors Cabas, D. O. Marion, Robbins, Schooling; Assistant Professors Nowlin, Perry; Visiting Assistant Professors Higginbotham, Weiss; Lecturer Wommack

Director: Lizabeth A. Rand

The requirements for a minor in Rhetoric are 18 hours, including Rhetoric 102, 210, 301, and 310. Students also need to complete one course from the following group: Rhetoric 401, Fine Arts 420, English 401, English 380, or Classical Studies 201. The final three hours are satisfied by one of the following courses: English 350 or 352, Fine Arts 208 or 308, Philosophy 102, Latin 411, French 305, German 402, Spanish 305 or 306, or other courses approved by the Director of the Rhetoric Program. Students completing the Rhetoric minor who elect also to complete the Creative Writing minor (see under English) are allowed a one course overlap.

RHETORIC 100. (3)

INTRODUCTION TO GRAMMAR AND

COMPOSITION. This course emphasizes basic sentence grammar—parts of speech, sentence types, sentence combining, and major errors in sentence construction—and the basic elements of composition—thesis development, paragraphing, and selection and organization of evidence. Students also develop vocabulary and reading skills. Prerequisite: consent of the Director of the Rhetoric Program.

RHETORIC 101-102. (3-3)

PRINCIPLES AND PRACTICE OF GOOD

WRITING. In this course students learn and practice the skills they need to write well. The course emphasizes reading, clear thinking, composing, revising, and editing, and in the process prepares students for other courses that demand careful reading, thinking, and writing. The course also provides a foundation of skills necessary to pass the Rhetoric Proficiency Examination. Prerequisite: for Rhetoric 101, none; for Rhetoric 102, Rhetoric 101, or consent of the Director.

RHETORIC 200. (0)

PROFICIENCY TUTORIAL. (No credit—equal to a three-hour course.) This is a tutorial course

designed for those students who have not passed the timed Rhetoric Proficiency Examination after three attempts or have completed the equivalent of six semesters of enrollment without passing the examination. During the semester students review the principles of sound argumentative prose under the tutelage of an instructor and write three essays of 8-10 pages in length. Receiving a grade of Satisfactory on the three essays constitutes a demonstration of proficiency in writing and so satisfies the College's Rhetoric Proficiency Examination requirement.

RHETORIC 210. (3)

PUBLIC SPEAKING. Students study the art of speaking in public. Students develop their abilities in the following areas: invention, arrangement, style, memory, and delivery. Emphasis is placed on learning the skills involved in speaking intelligibly, forcefully, and persuasively to an audience. During the course of the semester each student delivers four speeches. In addition, he critiques his own work and the work of his peers; he also analyzes several videotaped speeches from the "Great Speeches" series. He writes a mid-term examination that tests his knowledge of the principles of public speaking and his ability to analyze speeches. His final grade in the course reflects both his oral and his written work. Prerequisite: none.

RHETORIC 301. (3)

CREATIVE NONFICTION. This course is a workshop/seminar that helps students refine their writing skills. Students also experience reading and analyzing works of nonfiction prose, or "creative nonfiction," in order to discover how one writes most effectively about complex issues and how writers develop a personal style and voice. Prerequisite: Rhetoric 102.

RHETORIC 310. (3)

ADVANCED PUBLIC SPEAKING. This course, which builds on the foundations students acquire in Rhetoric 210, develops advanced students' ability to create and support sound propositions of fact, value, and policy. Through a review of the five classical canons of oratory (invention, arrangement, style, memory, and delivery) and an examination of representative classical and contemporary speeches, students learn to support and refute claims; to analyze the rhetorical situation and tailor their message accordingly; to employ and evaluate scholarly evidence; to recognize and avoid fallacies in reasoning; to use appropriate, effective, coherent

language; and to deliver arguments with conviction and eloquence. The presentation of an argument in a public forum for a non-Hampden-Sydney College audience is an integral component of the course. Prerequisite: Rhetoric 210.

RHETORIC 401. (3)

TOPICS IN RHETORICAL THEORY AND PRACTICE. This course is a seminar devoted to the study of selected topics in rhetorical history and theory. Against the backdrop of their own experiences as writers and speakers, students read primary works in a particular area of rhetorical history, theory, or practice. Students work not only to understand rhetorical texts but also to forge links between rhetorical theory and their own written and oral practices. Prerequisite: Rhetoric 102.

WESTERN CULTURE

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

Chair: Kenneth D. Lehman

The Western Culture course is a three-semester sequence that introduces all Hampden-Sydney students to the history and cultural achievements of western civilization, from its roots in the early civilizations of the Middle East to the present day. The course is grounded in a consideration of both historical sequence and significant historical and cultural questions; it examines a variety of texts—literary, philosophic, theological, artistic—placed clearly in historical context. Ultimately, the course aims to explore “the way we live now” through a consideration of our cultural legacy.

WESTERN CULTURE 101. (3)

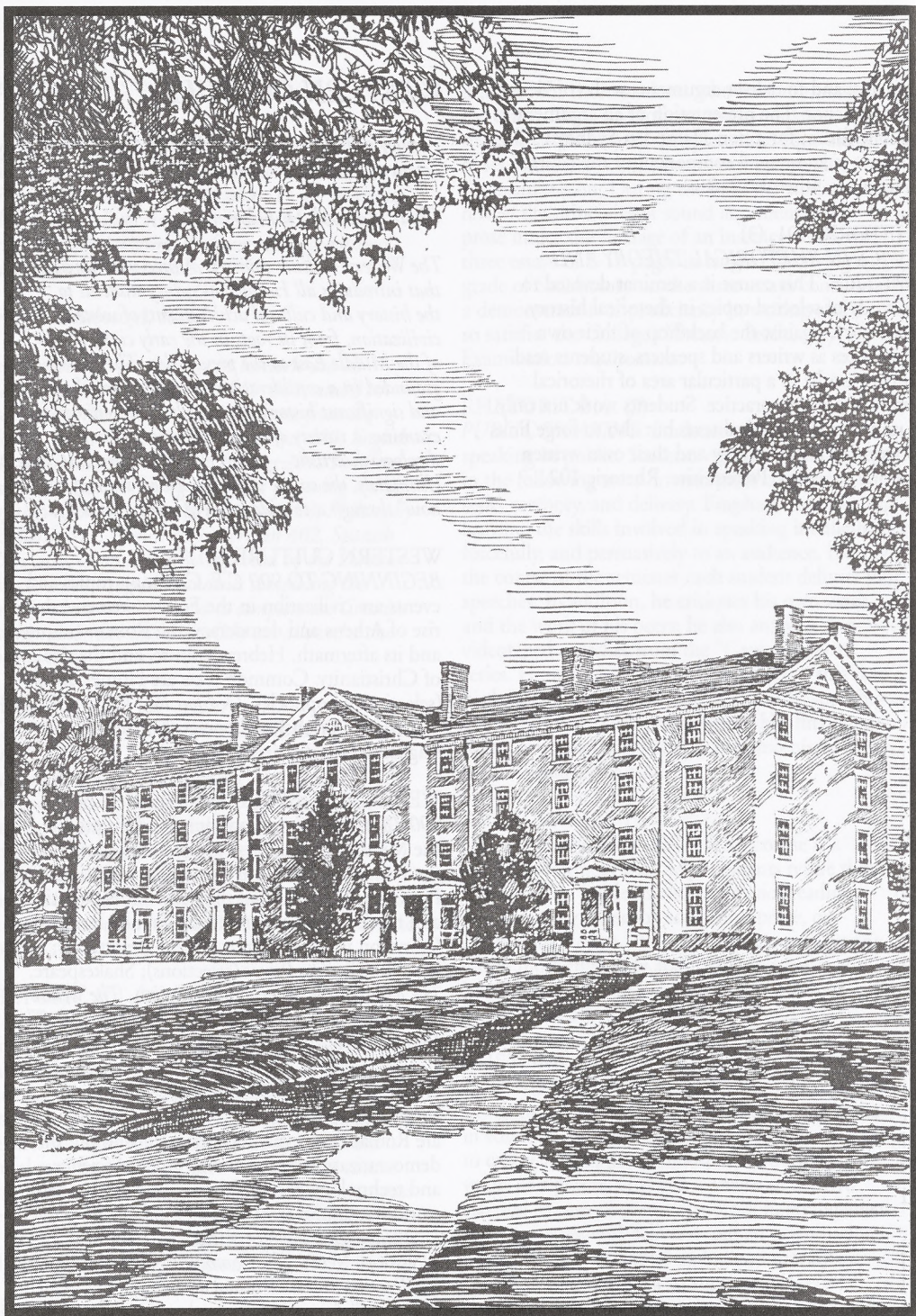
BEGINNING TO 900 C.E. Common topics and events are civilization in the Fertile Crescent, the rise of Athens and democracy, the Roman Empire and its aftermath, Hebrew culture, and the rise of Christianity. Common texts are Homer, *Iliad* (selections); Sophocles, *Oedipus Rex*; Plato, *Apology*; Genesis (selections) and one gospel (selections); Augustine, *Confessions* (selections).

WESTERN CULTURE 102. (3)

900-1800 C.E. Common topics and events are the Middle Ages, the rise of the nation-state, the Renaissance and the Age of Discovery, the Protestant Reformation, the Scientific Revolution, and the Enlightenment and the French Revolution. Common texts are Dante, *Inferno* (selections); Machiavelli, *The Prince* (selections); Shakespeare, *The Merchant of Venice*; Adam Smith, *The Wealth of Nations* (selections); Madison, *Federalist 10*; *The Declaration of Independence*.

WESTERN CULTURE 103. (3)

1800 C.E.—PRESENT. Common topics and events are Romanticism, the Industrial Revolution, the democratization of the world, modern science and technology, the world wars, and the modern world. Common texts are Darwin, *The Origin of Species* (selections) or a modern account of evolution; Marx, *The Communist Manifesto*; Freud, *Civilization and Its Discontents* (selections); Achebe, *Things Fall Apart*; Martin Luther King, *Letter from a Birmingham Jail*; Virginia Woolf, *A Room of One's Own* (selections).



CUSHING HALL (1824-1833)

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Admissions

As the nation's tenth oldest college, and the oldest for men, Hampden-Sydney offers solid reasons for students to attend: a complete undergraduate research library, well-trained and caring faculty members, successful job and graduate-school placement, superior facilities, advanced technological capabilities, internship and study-abroad opportunities, a competitive athletic program, and many social and extracurricular activities. On its safe, spacious campus, Hampden-Sydney also provides unequalled encouragement for students to rise to any level they choose. The rigorous academic program, based in the liberal arts and protected by a strong Honor Code, emphasizes analytical and communications skills to prepare students for just about any career. At the College men become leaders.

Young men considering Hampden-Sydney are sent publications about the College, including the *Candidate's Guide*. All enrolled students are sent a copy of this *Academic Catalogue*, the official publication of the College.

Decisions on admissions are made by the Admissions Committee of the Faculty and by the Admissions Office.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college-preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a laboratory course), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of mathematics are recommended. The records of successful applicants often include examples of impressive school and community extracurricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the SAT Reasoning Test with Essay, given by the College Entrance Examination Board, or the ACT with Writing Test, given by the American College Testing Program.

For further information on these tests, candidates are encouraged to contact their secondary-school guidance department or write to College Entrance Examination Board, Princeton, New Jersey 08541 (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program, Iowa City, Iowa 52243 (the ACT code number for Hampden-Sydney College is 4356).

For the 2010 entering class, the middle 50% GPA was 2.9-3.8; SAT verbal was 500-610, Math was 520-620, and composite 1030-1220; ACT was 21-27.

APPLICATION CREDENTIALS

In order for an application to Hampden-Sydney College to be considered complete, it must contain an Application for Admission (together with a non-refundable \$30 application fee, which is waived if the student visits the campus), a transcript of high-school grades (and any previous college grades for transfer applicants), an essay, one teacher recommendation, and the results of the candidate's SAT or ACT test. Hampden-Sydney also accepts the Common Application in lieu of its own form and gives equal consideration to both. A student may also apply electronically at <http://www.hsc.edu>.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office at (800) 755-0733. The Office is located in Graham Hall and is open year-round from 8:30 a.m. to 5 p.m., Monday through Friday, and on Saturday from 9 a.m. until noon during the academic year. A guide, with

complete instructions for visitors, is forwarded prior to all appointments if sufficient notice is given.

ADMISSIONS PLANS

Early Decision Plan

The Early Decision Plan is reserved for high-school seniors whose *first choice of college is Hampden-Sydney* and who, if accepted, *agree to enroll* at Hampden-Sydney College, provided their financial aid award is sufficient. You must file your Early Decision application by November 15 of your senior year; supporting documents should arrive as soon as possible after your application is submitted. (You may still apply to other colleges, but not under an Early Decision Plan.) Our decision letter is mailed to you 14 business days after your application file is complete. You must confirm your place in the class by submitting a non-refundable reservation deposit postmarked on or before January 15 and withdraw all applications to other colleges and make no further ones. If you are deferred, you receive thorough, unbiased consideration under the Regular Decision Plan.

Applicants wishing to be considered for financial aid should submit the financial form PROFILE™ from the College Scholarship Service by November 15. The College recognizes that final enrollment of an Early Decision Candidate may depend upon financial considerations. It should be noted that Hampden-Sydney has been able to provide a high percentage of indicated need for early decision entrants.

Early Action Plans I and II

The Early Action Plans are reserved for high-school seniors whose applications are received by either December 15 (Early Action Plan I), or January 15 (Early Action Plan II). Supporting documents should be filed as soon as possible after your application is submitted. Also by those deadlines, you should submit the form PROFILE™ from the College Scholarship Service if you wish to be considered for financial aid.

Decision letters are mailed from the College 14 business days after your application is complete. You are expected to confirm your place in the incoming class by May 1.

Regular Decision Plan

Under the Regular Decision Plan, you should submit your application to the College as early as possible, but no later than Hampden-Sydney's application deadline of March 1. Supporting documents should be sent as soon as possible after your application is submitted. Also by March 1, you should submit the form PROFILE™ from the College Scholarship Service if you wish to be considered for financial aid.

Decision letters are mailed from the College 14 business days after your application is complete. If you are accepted, you are expected to confirm your place in the incoming class by May 1.

Early Admission Plan

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of high school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by July 1 after their junior year receive an acceptance or deferral no later than July 31. Availability of space could be a determinant in the College's willingness to consider Early Admission candidates.

Candidates applying under the Early Admission Plan must have earned a high-school diploma or present official evidence in writing that a diploma will be forthcoming upon the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early Admission candidates elect to take the college admission tests, they must do so by May of their junior year. Although they must file their applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15. Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

FINANCIAL AID

Students wishing to apply for financial aid must complete the form PROFILE™ from the College Scholarship Service (code number 5291) and the Free Application for Federal Student Aid (FAFSA; code number 003713).

The deadline for filing the form PROFILE™ is the same as the deadline for the admissions plan you choose.

SUMMARY OF ADMISSION PLAN REQUIREMENTS

<i>Nature of plan:</i>	<i>Early Decision (Hampden-Sydney is first choice)</i>	<i>Early Action I and II</i>	<i>Regular Decision</i>	<i>Early Admission (after three years of secondary school)</i>
<i>Application and fee due:</i>	<i>Postmarked on or before November 15 of senior year</i>	<i>I. Postmarked on or before December 15 of senior year II. Postmarked on or before January 15 of senior year</i>	<i>Postmarked on or before March 1 of senior year*</i>	<i>Postmarked on or before July 1 after junior year</i>
<i>Other credentials due:</i>	<i>As soon as possible after application is submitted</i>	<i>As soon as possible after application is submitted</i>	<i>As soon as possible after application is submitted</i>	<i>By July 15 after junior year</i>
<i>SAT or ACT tests taken:</i>	<i>Before November of senior year</i>	<i>Before January of senior year</i>	<i>Before February of senior year</i>	<i>Before May of junior year</i>
<i>Notification of decision sent to applicant:</i>	<i>14 Business days after file is complete</i>	<i>14 Business days after file is complete</i>	<i>14 Business days after file is complete</i>	<i>By July 31 after junior year</i>
<i>Reservation deposit due:</i>	<i>Postmarked on or before January 15</i>	<i>Postmarked on or before May 1</i>	<i>Postmarked on or before May 1</i>	<i>Within three weeks</i>

* Freshman candidates considering applying after March 1 should contact the Admissions Office to determine the availability of space.

TRANSFER STUDENTS

Transfer Students must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter in either the fall or the spring semester.

Besides the required high-school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee also considers the high-school record and test scores. Personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1. Those interested in second-semester admission should apply by December 1.

Hampden-Sydney normally offers junior-year standing to students holding an A.A. degree in liberal-arts subject matter from an accredited community or junior college. A 3.0 (B) or higher

grade-point average is usually required for automatic junior-year standing. Up to, but not exceeding, 60 credit hours may be given for course work similar to that offered by Hampden-Sydney for students applying under this category.

A student from another institution must have earned a grade of "C" or better in all courses which he presents for transfer. Credit is normally awarded only for those courses equivalent to courses offered at Hampden-Sydney College.

A transfer student must meet all of Hampden-Sydney's proficiency and distribution requirements, either as a result of his previous college work or after matriculation at Hampden-Sydney. The Registrar or a member of the Admissions staff is happy to review a student's transcript and advise him concerning transfer credits and the College's requirements.

The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer, or if his previous college work fails to show promise of success at Hampden-Sydney.

Transfer students who expect to receive six credit hours for composition courses taken elsewhere must

take and pass the Rhetoric Proficiency Examination at the beginning of their first semester of residence.

DUAL ENROLLMENT

Dual enrollment credits for students earning college credits while enrolled in high school are handled like transfer credits (please see previous section). It is the student's responsibility to see that an official transcript from the community college listing the dual enrolled courses is sent to the Admissions Office at Hampden-Sydney before the student enrolls, so that appropriate dual enrollment credit can be awarded.

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive up to eight hours of academic credit and exemption from corresponding core requirements. Exemptions from requirements for the academic major are determined by the appropriate department (see chart on p. 123). A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit. It is the student's responsibility to see that official AP score reports are sent to the Registrar's Office at Hampden-Sydney before the student enrolls, so that appropriate AP credit can be awarded.

INTERNATIONAL STUDENTS

Hampden-Sydney is committed to the recruitment of international students. Special application forms are available from the Admissions Office for:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by March 1. Those seeking admission for the spring semester should submit materials by December 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary-school program offered in their country. All applicants who speak

or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language). Test results should be sent to Hampden-Sydney. Information concerning this test may be obtained by writing to TOEFL, Educational Testing Service, Princeton, N.J. 08540.

INTERNATIONAL BACCALAUREATE

A student who achieves a score of six or seven on an International Baccalaureate Examination will receive three to six hours of academic credit and/or exemption from the corresponding core requirements. A student who chooses to take a course for which he has been granted international baccalaureate credit will not receive additional credit.

TRANSPORTATION TO THE CAMPUS

Prospective students arriving by mass transit in two metropolitan centers serving Hampden-Sydney (Lynchburg and Richmond) can make arrangements through the Admissions Office for personalized transportation to the College. A student must call the Admissions Office (800) 755-0733, at least one week in advance of his visit, with information on where and when he will be arriving. The charge for each trip is \$50.00 (round trips would, therefore, be double). Payment to the driver takes place at the time of the trip.

MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the Moore Student Health Center before matriculation.

FURTHER INFORMATION

Any questions concerning admission to the College should be directed to:

Office of Admissions
P.O. Box 667
Hampden-Sydney, VA 23943

(800) 755-0733 or (434) 223-6120.
FAX (434) 223-6346.
E-mail: admissions@hsc.edu.
www.hsc.edu

ADVANCED PLACEMENT AND CREDIT BY DEPARTMENT

<i>AP Test</i>	<i>Credit Hours</i>	<i>H-SC Equivalent</i>	<i>Core Requirement</i>
Art History	6	Fine Arts 110/111	Fine Arts and Elective
Biology	4	Biology 110/151	Natural Science, With Lab
Calculus AB	4	Mathematics 141	Mathematics
Calculus BC	8	Mathematics 141/142	Mathematics and II.C
Chemistry	4	Chemistry 110/151	Natural Science, With Lab
Chinese Language and Culture	6	Chinese Elective	Foreign Language
Computer Science A	4	Comp. Science 261	II.C
Economics (Macro)	3	Economics Elective	Elective
Economics (Micro)	3	Economics 101	Social Science
English Language and Composition	3	Rhetoric 101	Rhetoric 101
English Literature and Composition	3	English 180	Literature
Environmental Science	3	Biology 108	Natural Science or II.C
European History	6	History 101/102	2 Electives
French Language	6	French 201/202	Foreign Language
German Language	6	German 201/202	Foreign Language
Government and Politics (Comparative)	3	Government and Foreign Affairs 140	Social Science
Government and Politics (United States)	3	Government and Foreign Affairs 101	Social Science or 1 American Studies
Human Geography	3	Government and Foreign Affairs Elective	Elective
Japanese Language and Culture	6	Japanese Elective	Foreign Language
Latin (Vergil)	6	Latin 201/202	Foreign Language
Music Theory	6	Fine Arts 211/212	Fine Arts
Physics B	3	Physics Elective	Natural Science or II.C
Physics C (Mechanics)	4	Physics 131/151	Natural Science, With Lab
Physics C (Electricity and Magnetism)	4	Physics 132/152	Natural Science, With Lab or II.C
Psychology	3	Psychology 102	Social Science
Spanish Language	6	Spanish 201/202	Foreign Language
Spanish Literature	6	Spanish 201/202	Foreign Language
Statistics	4	Math 121	Mathematics
Studio Art: Drawing	3	Fine Arts 215	1 Fine Arts Studio
U.S. History	6	History 111/112	1 American Studies and Elective
World History	6	History Elective	Elective

Expenses and Financial Aid

FIXED EXPENSES 2010-2011

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 3/4 of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from alumni, friends, and foundations.

Expenses and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.*

Tuition:

Freshmen.....	\$30,994
Sophomores.....	30,994
Juniors.....	30,994
Seniors.....	30,994

Student Activities Fee396

Room Rent - Double Occupancy

Residence	4,240
Apartment/Cottage	5,246

Room Rent - Single Occupancy

Residence	5,846
Apartment/Cottage	7,224

Board (required of most students; see exceptions below under Board):

Unlimited meal plan (mandatory for Freshmen, available to all others)	5,886
15 meal plan (available to sophs., jrs., srs., and off-campus students)	5,614
10 meal plan (available to jrs., srs., and off-campus students)	5,124
5 meal plan (available to off-campus students)	1,522

Technology Fee:

(single room)	1,150
(double room)	774
(off campus)	462

Special Fees:

Course Overload, per credit hour (over 19)	990
Part-time and Special Students, per credit hour (fewer than 12)	990
Reissue of Student I. D.	10
Late Enrollment	50
Graduation Fee	375
Late Payment Fee	100
Parking Permit/Registration Fee	200
Orientation Fee	325
Study Abroad Fee (per semester)	1,000
Cooperative Programs Fee (per semester)	1,000

* The College reserves the right to increase charges without prior notice.

EXPLANATION OF FEES

Tuition covers the cost of education, materials required in laboratory courses, medical care at the Moore Student Health Center, admission to athletic events held on the campus (except NCAA Tournament events), student publications, and other activities. It does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

The Student Activities Fee provides support to student activities and organizations. Part of the funds are distributed to the Student Finance Board and College Activities Committee. This fee is charged 50% for each semester and is non-refundable.

Room Rent in College housing covers cost of occupancy and utilities. Each student is responsible to the College for the condition of his room and is expected to report any damage to College property to the Associate Dean of Students. The student must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

Board. All students—except day students, those residing off campus, those residing in private homes on campus, and married students living with their spouses—are required to board in the Commons. If a student has a serious medical problem relating to diet, he may request that the College waive the boarding requirement. He must submit a specific diet recommended by his physician to the Dean of Students, who will consult with the food service manager. If the food service manager cannot reasonably meet the dietary requirements, the Dean of Students may waive the board requirement if the student can meet his dietary needs in an otherwise satisfactory manner.

The Technology Fee provides state-of-the-art Microsoft Office and operating system upgrades, anti-virus software, computer helpdesk, computer repairs, cable television, FM radio, wireless and data connections. This fee is charged 50% for each semester and is non-refundable.

Course Overload. Students who by special permission of the Executive Committee of the Faculty are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

Part-time (fewer than 12 hours) and **Special Students** (normally no more than 7 hours) pay a per-credit-hour fee for courses taken at the College. See the descriptions in the Academic Program

section. Students carrying at least 12 hours each semester are considered full-time.

The Late Enrollment Fee is assessed when a student fails to matriculate on the day scheduled. This fee may be excused by the Registrar if the reason for late matriculation is beyond the student's control and the student has contacted the Registrar's Office about this matter before the end of the day on which matriculation is being held.

The Graduation Fee is payable by January 1 of the senior year to cover the cost of the diploma and cap and gown for Commencement functions.

The Late Payment Fee is assessed if an account is not paid by the due date. (See below under Payment of Fees.)

Study Abroad Fee. All students going abroad are assessed a fee for mandatory health insurance and an administrative fee per semester.

Cooperative Programs Fee. All students participating in these programs are assessed an administrative fee per semester.

PAYMENT OF FEES

Fifty percent of all charges is payable by August 1; the balance (50%) is due by January 1. If an account is not paid by the due date, a late payment fee is assessed. The College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Business Affairs and Treasurer have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issuance of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Business Affairs and Treasurer. However, such deferment involves interest charges on the balance outstanding.

Checks should be made payable to Hampden-Sydney College and mailed to the Business Office, P.O. Box 127, Hampden-Sydney, VA 23943; (434) 223-6216.

RETURN OF FEES

Hampden-Sydney College complies with all federal regulations governing recipients of federal Title IV funds. Specific information regarding College refund policies is available in the Office of Financial Aid. Where federal regulations do not supersede, the following institutional policies apply:

For voluntary withdrawals before matriculation, written notice must be presented to the Vice President for Business Affairs and Treasurer by the matriculation date. If written notice is received by the deadline, the tuition, fees, room rent, and board paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid

programs) will be refunded, less the \$300 advance deposit required of all newly-accepted students.

For voluntary withdrawals after matriculation but before the first day of classes, 100% of tuition, room rent, and student activities and technology fees paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs), will be refunded to those who deliver written notification of their withdrawal to the Vice President for Business Affairs and Treasurer or the Dean of Students during the period between the date of matriculation and the first day of classes. The following fees will not be refunded—\$300 advance deposit required of all newly-accepted students, the Orientation fee, and prorated board fees.

For voluntary withdrawals during or after the first day of classes and up to and including the seventh calendar day after the first day of classes, a refund of 80% of the tuition paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs), less the \$300 advance deposit required of all newly-accepted students, will be made. During the period from the eighth calendar day after the first day of classes up to and including the twenty-eighth calendar day after the first day of classes, a refund of 40% of the tuition paid by the student or for the student's account from private resources will be made. After that date no refund of tuition will be made except for medical reasons as noted below. The date of withdrawal shall be the date on which written notice is delivered to the Vice President for Business Affairs and Treasurer or the Dean of Students.

A pro-rata refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of the semester.

During or after the first day of classes, there is no refund of room rent, activities fee, or technology fee. There is no refund of the tuition, room rent, or board for students who are suspended or expelled for disciplinary reasons.

For students whose withdrawal is certified as necessary by the College physician, a pro-rata refund of the tuition will be made until the middle of the semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and loan funds and federal and state grants and loan funds are made in equal amounts each semester.

OBLIGATIONS OF GRADUATING SENIORS

A graduating senior who has any outstanding financial obligations to the College (unpaid fees, disciplinary or library fine, bookstore bill, lost

library-book charge, etc.), or who has not attended his required Perkins, Stafford, Booker-Stebbins, or Teaching Loan exit interview with the Financial Aid and Business Offices, will not receive his diploma at Commencement. He will be allowed to march in the Commencement exercises and will receive a facsimile of a diploma, but the diploma will be held in the Business Office until all obligations have been met. Transcripts will also be held until obligations have been met.

Seniors are reminded of this policy well in advance of Commencement. In addition, approximately two weeks before Commencement seniors with outstanding obligations are sent a notice specifying any obligations to be met; preparation of the notice is coordinated by the Business Office, in cooperation with other offices of the College.

It is the responsibility of each senior to make sure that all obligations are met in a timely manner. The deadline for payment of financial obligations is the close of business on the Friday preceding Commencement.

INSURANCE ON PERSONAL POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents, guardians, or students are urged to consider a floater on their insurance policy to cover such possessions.

HEALTH INSURANCE

All students must have primary health insurance coverage. Students must check their present policy to ensure that they are covered currently and that coverage will continue concurrently with their attendance at Hampden-Sydney College. Students are responsible for all medical expenses except for those services received at the Moore Student Health Center without charge.

Please note that no student may participate in any intercollegiate athletic program until valid and collectible primary health and accident insurance is verified. Proof of adequate insurance coverage must be provided by all students prior to participation on any intercollegiate team. This primary health and accident policy must remain in force during the entire period the student is participating in intercollegiate sports activities. Lapse of coverage will disallow participation in intercollegiate sports until the policy has been reinstated. Hampden-Sydney College does carry a supplemental, standard accident insurance policy for its intercollegiate athletes. However, please note that this supplemental accident policy is for accidents only, not illnesses or aggravated or other injuries which are not a direct result of an accident. For additional information concerning this coverage, contact the Head Athletic

Trainer at (434) 223-6257. For the benefit of students who participate in approved intramural and club sports, the College provides Catastrophic Injury Insurance.

FINANCIAL AID

Hampden-Sydney College offers financial aid to students who can make the most of the education that the College offers. Academic achievement and promise, as well as financial need, are considered in the initial award of College funds. Similarly, financial aid for returning students is based upon both academic performance and demonstrated need.

Entering students who wish to be considered for financial aid should complete two applications: the PROFILE™ from the College Scholarship Service to apply for College grants and scholarships and the Free Application for Federal Student Aid (FAFSA) to apply for federal grants, loans, and work-study awards. The priority deadline for filing both the PROFILE™ and FAFSA is the same deadline of the Admission Plan you choose—November 15 for Early Decision, December 15 for Early Action I, January 15 for Early Action II, and March 1 for Regular Decision. Students may complete the application via the Internet at www.hsc.edu.

Returning students who received College-funded, need-based grants in a prior year do not need to file the CSS Financial Aid PROFILE again unless their family has had a change in financial circumstances that they would want to have considered for the upcoming year. Returning students who want to be considered for College-funded, need-based grants for the first time should complete the CSS Financial Aid PROFILE. Both the PROFILE and the renewal FAFSA should be completed by no later than April 1. On-line versions of both applications are at www.hsc.edu.

International students are considered only for academic scholarships—Honors Scholarships and Achievement Awards. Such students may receive additional need-based aid only if they qualify for the Allan, Venable, or Patrick Henry Scholarships; or for the President's Award. International students who do not meet the academic standards to qualify for academic scholarships will not be offered other aid.

Financial aid awards are reviewed at the end of each semester and may be withdrawn if a recipient's citizenship or academic work does not meet the standards of the College. College-sponsored grants and scholarships are limited to eight semesters and require full-time enrollment. Financial aid recipients must maintain minimum satisfactory academic progress, which is defined by Hampden-Sydney College as earning a minimum of 24 hours per academic year. In addition, students who have

completed at least four semesters (or equivalent) of enrollment must have at least a 2.0 cumulative GPA. Students who fail to maintain the required minimum standards lose eligibility for all federal programs, including federal student and parent loans, and College funds. Students who lose financial aid eligibility by failing to maintain the aforementioned minimum academic standards may request reinstatement of eligibility by submitting a written appeal to the Satisfactory Academic Progress Committee in care of the Director of Financial Aid (Box 726). (The Committee, however, does not routinely reinstate eligibility, but does so only when significant extenuating circumstances have prevented a student from meeting the required standards.) Academic scholarships have additional eligibility requirements.

Detailed information regarding financial-aid policy is available from the Office of Financial Aid at (434) 223-6119.

ACADEMIC SCHOLARSHIPS

In addition to the need-based financial aid program, Hampden-Sydney offers several scholarships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement. All applicants for admission to the College are automatically considered for Academic Scholarships. Additional information is available from the Office of Admissions.

Honors Scholarships. Hampden-Sydney's Honors Council will consider applicants with exceptional academic, leadership, and personal qualifications for the College's prestigious Allan, Venable, and Patrick Henry Honors Scholarships. These awards provide scholarship stipends and are renewable annually, provided the Honors Scholar continues to meet the scholarship requirements.

The Honors Council reviews the academic performance of all freshmen at the end of the spring semester. Those freshmen who are not already Honors Scholars but who have outstanding academic records are invited to apply for a Madison Scholarship during the fall of their sophomore year (or, in the case of transfer students, in the fall following their initial matriculation at the College). The applications are carefully reviewed during the early part of the spring semester, and the recipients of the Madison Scholarships are announced by the Dean of the Faculty. The Madison Scholarships provide a stipend and are renewable for the senior year, provided the Madison Scholar continues to meet the scholarship requirements.

Moreover, Honors Scholars who submit a PROFILE™ application and demonstrate College-determined financial need in excess of their stipend receive additional grants, including those from

applicable federal and state resources, that meet 100% of their College-determined financial need. Eligibility for such additional need-based grants must be demonstrated annually by filing the FAFSA or the PROFILE application before the College's priority deadline.

Honors Scholars participate in the College's Honors Program, which gives students unusual latitude for intellectual challenge and independent study, for broadening their perspective and contemplating their formal academic pursuits. Honors Scholars participate in special courses that enhance curricular breadth and in extracurricular activities, such as educational and cultural events in Richmond and other nearby communities. They may participate in symposia at other colleges in the region or in the annual conventions of the Virginia Collegiate Honors Council. On campus they receive invitations to meals with visiting dignitaries and to special colloquia; they also may arrange symposia for participation by honors students at other colleges in the state.

Achievement Awards. The Admissions Committee considers applicants with strong leadership and academic performance in a solid, college-preparatory curriculum for an Achievement Award—President's, Dean's, or Alumni. Each Scholar receives a stipend award in recognition of his academic and leadership accomplishments. These awards are renewable annually, provided the student continues to meet the scholarship requirements. Additional funding may be available if financial need, as determined by the College, exists. A PROFILE or FAFSA application must be filed annually by the College's priority deadline.

VIRGINIA TUITION ASSISTANCE PROGRAM

Virginia residents attending the College for the first time must also complete a separate application for the Virginia Tuition Assistance Grant (TAG) program. TAG, based on residency, not need, is available to *bona fide* residents of Virginia who attend an eligible private college or university in the Commonwealth. Instructions on how to obtain the application are mailed to each accepted Virginia freshman applicant in his financial aid award letter. Completed TAG applications must be returned to the Office of Financial Aid before July 31.

ARMY ROTC SCHOLARSHIPS

The Army ROTC program offers two-, three-, and four-year scholarships and other financial incentives to those individuals seeking leadership training and experience. Participants who successfully complete this course are commissioned 2nd Lieutenants in the United State Army, Army Reserve, or National Guard. These scholarships are merit based and

not awarded on financial need or family income. Applicants accepting a scholarship must attend classes at Longwood University, a partnership school with the University of Richmond ROTC program.

If awarded an ROTC scholarship, an applicant receives full tuition per year for each year of the scholarship. In addition, the scholarship awards an annual allotment of \$1,200 for textbooks and supplies plus a tax-free monthly stipend in the amount of \$300 for freshmen, \$350 for sophomores, \$450 for juniors, and \$500 for seniors.

For more information, contact the Department of Military Science at the University of Richmond at 804-287-6066, the resident military instructor at Longwood University at 434-395-2136, or the Hampden-Sydney College Career Development Office.

ENDOWED SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and the generosity of the contributions of alumni, parents, and friends to the general scholarship endowment. Each of the endowed scholarships listed below produces significant income which supplements the College's financial-aid program and is, therefore, individually designated.

THE DANIEL POPE ALLEN SCHOLARSHIP was established in 1988 by Dr. Mary Virginia Allen in memory of her brother, Daniel Pope Allen '25. The scholarship is used to assist worthy students with preference given to those planning to enter the Christian ministry.

THE EDWARD W., WILLIAM D., MARY A., AND SUSAN R. ALLEN SCHOLARSHIP was established in 1990 by a gift from Mr. W. Dudley Allen, Jr. '43, of Wilsons, Virginia, in memory of his family. Awards are based on financial need with preference given to residents of Dinwiddie or Amelia County, Virginia.

THE JAMES ALLEN SCHOLARSHIP was established in 1985 by family members and friends to honor the memory of James Allen, a founding trustee of Hampden-Sydney College. Selection of recipients is based on superior academic achievement and/or financial need. Preference is given to students from Amelia, Nottoway, and Prince Edward Counties, or, if no one from these areas qualifies, from Southside Virginia. Qualified descendants of James Allen also are given preference.

THE WILLIAM T. AND VIRGINIA R. ALLEN SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond,

Virginia, in honor of Mr. and Mrs. Allen. This scholarship is administered by the Honors Council as part of the College's Honors Awards. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a Charter Trustee of the College. These scholarships are reserved for exceptionally qualified students.

THE LESTER E. AND FRANCES P. ANDREWS SCHOLARSHIP was established in 1986 by Lester E. Andrews '36 and their sons and daughters-in-law, Lester E. Andrews, Jr. and Diane Moss Andrews; and W. Daniel Andrews and Katheryn Hargrove Andrews. Preference is given to students from Southside Virginia, primarily those from Prince Edward and the adjoining counties of Appomattox, Amelia, Buckingham, Charlotte, Cumberland, and Lunenburg.

THE ARENA FAMILY SCHOLARSHIP was established in 2008 by Francis A. "Frank" Arena in loving memory of his daughter, Susan Brockertt Arena, and wife, Suzanne M. Arena. The scholarship is awarded to a student from Prince Edward County who demonstrates financial need. In the event that there is no eligible student from Prince Edward County, preference is then given to students from the surrounding counties, and then to students from Virginia. Should there be numerous candidates for the scholarship, the one with the greatest demonstrated financial need will receive the award.

THE GEORGE SLOAN ARNOLD SCHOLARSHIP was established in 1979 by George Sloan Arnold of Romney, West Virginia. The fund is in memory of Henry Bell Gilkeson and Robert William Gilkeson, the father and brother of Mr. Arnold's wife, Laura. Henry Bell Gilkeson was a member of the Hampden-Sydney class of 1873, and Robert William Gilkeson was a member of the class of 1907. The income from the fund is used to award scholarships to worthy students who demonstrate financial need and academic excellence. Preference is given to qualified students first from Hampshire County, West Virginia, and second from West Virginia.

THE PAUL TULANE AND ESTHER THOMAS ATKINSON SCHOLARSHIP was established in 1964 by the late Mr. Carlyle Gee '26 of Greensboro, North Carolina, as a memorial to Mr. Atkinson. Additional gifts by Mrs. Atkinson fully endowed this scholarship. The Atkinsons played large roles in the 20th-century life of Hampden-Sydney. Mr. Atkinson '07 was Treasurer from 1919 to 1957, and Mrs.

Atkinson was the founder and curator (1968-1994) of the museum which is named in her honor.

THE DON PYLE BAGWELL, SR., SCHOLARSHIP was established in 1991 by the Bagwell family in memory of Mr. Don Pyle Bagwell, Sr. '35. Awards are based on financial need with preference given to residents of Halifax County, Virginia.

THE BERNARD E. AND EDNA B. BAIN SCHOLARSHIP was established in 1981 by Mrs. Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Mr. Bernard E. Bain '28, D.D. '52. This scholarship is awarded to pre-ministerial students who plan to enter a church-related vocation.

THE GEORGE F. BAKER SCHOLARSHIP was established in 1993 by gifts from the George F. Baker Trust of New York to help prepare liberal arts graduates for careers or advanced degrees in business. Preference is given to an upperclassman who has demonstrated academic excellence, leadership in campus activities, and financial need, as well as commitment to business as a career.

THE T. KYLE BALDWIN FAMILY SCHOLARSHIP was established in October of 2005 by T. Kyle Baldwin '39. Preference is given to students from Southside Virginia, primarily those from Prince Edward and the adjoining counties of Appomattox, Amelia, Buckingham, Charlotte, Cumberland, and Lunenburg.

THE FRANK CLEVELAND AND LENA REEKES BEDINGER SCHOLARSHIP was established in 1977 by a gift from Frank C. Bedinger 1905 of Boynton, Virginia, and supplemented by gifts from family members, Frank C. Bedinger, Jr. '37, and Dr. & Mrs. William C. Finch '29. The scholarship is awarded to pre-law students on the basis of superior academic achievement, outstanding leadership abilities, the promise of potential usefulness, and evidence of financial need. Where no financial need exists, the award is \$750. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE STEWART BELL, JR., SCHOLARSHIP was established in 2002 through a planned gift to Hampden-Sydney College by Stewart Bell, Jr. '31, in memory of his great-grandmother, Mrs. Margaretta Brown, and his brother, Lieutenant William H. Bell. Recipients must be students in good standing, and preference is given to students from Winchester, Virginia, and then to those from Frederick, Clarke,

or Warren Counties, and then to students from Virginia.

THE WILLIAM C. BOINEST SCHOLARSHIP was established by fellow Trustees upon the occasion of Mr. Boines's retirement as Chairman of the Board in 2003. The scholarship is awarded to a young man who demonstrates financial need and whose background bespeaks a commitment to the attributes of the good man and good citizen: stellar character, solid academic performance, and significant involvement in civic and extracurricular activities.

THE RAYMOND B. BOTTOM, JR., SCHOLARSHIP was established in 2003 by Mr. and Mrs. J. Scott Benton '90 of Suffolk, Virginia, to honor Mr. Raymond B. Bottom, Jr. '51, and to acknowledge and to thank him for his never-failing generosity and thoughtfulness to his *alma mater* and to numerous alumni and parents. The scholarship is awarded to student(s) in good academic standing and deserving of financial assistance, with first consideration being given to a student or students from the Peninsula area, then the Southside area, and then to a member of the Men's Chorus.

THE RAYMOND B. AND DOROTHY ROUSE BOTTOM SCHOLARSHIP was established in 1981 by Dorothy Rouse Bottom of Hampton, Virginia, in memory of her husband. This scholarship is awarded to students who demonstrate financial need with preference given to students from the Peninsula area of Virginia.

THE JAMES BAKER BOWERS MEMORIAL SCHOLARSHIP was established in 1991 from the estate of James B. Bowers, Jr. '26, in memory of his father, James Baker Bowers, President of Owens, Minor & Bodeker, Incorporated, and the following family members: his brother, George S. Bowers '31; his grandfather, Dr. George B. Steel; his two uncles, Dr. Charles L. Steel and Dr. Frank R. Steel; and his great-great-grandfather, Dr. John William Fletcher. The scholarship is awarded to students pursuing their studies in the life sciences.

THE LOUISE STEEL BOWERS MEMORIAL SCHOLARSHIP was established in 1991 from the estate of James B. Bowers, Jr. '26, in memory of his mother, Louise Steel Bowers. This scholarship is awarded to students who set outstanding examples of good citizenship and service.

THE G. GRAYSON BOYCE MEMORIAL SCHOLARSHIP was established in 2002 by his family, friends, and fellow alumni, and is a reflection

of the love that Grayson Boyce '63 had for his *alma mater*. He was a proud and loyal son. The recipient should possess those traits that defined Grayson's life: honesty, loyalty, integrity, commitment, involvement in extracurricular activities, and a zest for life in general. Preference is given to students from the state of Maryland and then to students from contiguous states.

THE BRANCH BANKING & TRUST

SCHOLARSHIP was established in 1990 by First Virginia Banks, Inc., now BB&T. Awards are based on financial need and given to students in good standing from areas served by BB&T.

THE BRANDON FAMILY SCHOLARSHIP was established in 1999 by Lewis E.H. Brandon '45 and his wife, Margaret, of High Point, North Carolina. Once fully endowed, the scholarship is to be awarded to students in good academic standing and of good character who demonstrate financial need. Preference is given to students from Greensboro, High Point, and Guilford County, North Carolina.

THE J. ROBERT BRAY '60 SCHOLARSHIP was established in 2007 to honor J. Robert Bray, Executive Director of the Virginia Port Authority, by the Hampton Roads Shipping Association, in recognition of Bobby's forty years of dedicated service and extraordinary leadership to the Virginia Port Authority and the maritime community. Bobby was instrumental in unifying the three city-owned ports into a single-operating entity, resulting in the merger of Maritime Terminals, Inc. and Port Authority Terminals, Inc.; forming Virginia International Terminals, Inc., as a private non-stock, non-profit corporation. With Bobby Bray's leadership, The Port of Virginia has matured into one of the East Coast's largest container ports. The J. Robert Bray '60 Scholarship is awarded to those Hampden-Sydney students with demonstrated financial need and respectable academic standing with the College. First preference is given to students from Hampton Roads, Virginia, with immediate family in the maritime industries, and then to students from Hampton Roads, Virginia, and then to students from the Commonwealth of Virginia.

THE ERNEST JACKSON BRIGHTWELL SCHOLARSHIP was established in 1981 by a bequest from Mr. Brightwell '37. Preference is given to graduates of Highland Springs High School, Henrico County, Virginia.

THE LEWIS O. BROWN MEMORIAL SCHOLARSHIP was established in 1973 by Mr. Brown's widow, Mrs. Mary Patsel Brown of

Roanoke, Virginia. Roanoke students are given preference.

THE ORRAN L. AND ELLEN F. BROWN SCHOLARSHIP was established in 2008 by Orran and Ellen Brown of Richmond, Virginia. The scholarship is awarded to an entering freshman with financial need who has demonstrated superior academic achievement, leadership, and a determined work ethic in his high school and community during his pre-college years. Because Orran grew up working on a family farm, preference is given to students from a farming or agricultural background of any extent. If, however, no student meets this farming background requirement within the year the scholarship is to be awarded, then the College may award it to any deserving student who has shown the ability to work diligently, see each task undertaken to a successful completion, and search for opportunities to broaden his experiences and knowledge.

THE DR. GERALD M. BRYCE SCHOLARSHIP was established in 2007 in honor of Dr. Bryce and his nearly thirty years (1979-present) of service to Hampden-Sydney as a mathematics professor. The fund was initiated and endowed to honor him for his dedication to teaching and scholarship, as well as his devoted friendships with many Hampden-Sydney students. The scholarship is given by John C. Dickinson '83, and his wife Wendy B. Dickinson, and their children, Hillary B. Dickinson and Anne Marie Dickinson, and is awarded to students with demonstrated financial need who are in good academic standing with the College.

THE JOSIAH BUNTING III AND DIANA CUNNINGHAM BUNTING SCHOLARSHIP was established in 1986 by gifts from trustees, alumni, parents, and friends. The fund honors the Buntings and their accomplishments during Mr. Bunting's presidency of the College from 1977 to 1987. This scholarship is administered by the Honors Council as part of the College's Honors Awards. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a Charter Trustee of the College. These scholarships are reserved for exceptionally qualified students.

THE ROBERT C. AND DORA J. BUNTS SCHOLARSHIP was established through a testamentary gift to Hampden-Sydney College by Dr. Robert C. Bunts '29 and his wife, Mrs. Dora J. Bunts. Dr. Bunts was a urologist who practiced medicine in Richmond, and Mrs. Bunts was a registered nurse. The scholarship is awarded to

students who have indicated an intention to follow the pre-medical curriculum and seek enrollment at the Virginia Commonwealth University School of Medicine. The scholarship is awarded by the Office of Financial Aid at Hampden-Sydney College.

THE TIM BUTLER MEMORIAL

SCHOLARSHIP was established in 1997 by alumni, family members, and friends in memory of William T. Butler, Jr. '62, of Hampden-Sydney, to provide assistance to students with financial need. Preference is given to students who are involved in extracurricular activities and who demonstrate the potential to develop as role models among their peers, a legacy exemplified by the life of Tim Butler.

THE ALEXANDER BERKELEY CARRINGTON, JR., SCHOLARSHIP was established by a bequest from Mrs. A. B. (Ruth S.) Carrington, Jr., whose husband, class of 1915, was a trustee of the College 1929-1962. Award is made to worthy students.

THE WILLIAM CARROLL CHEWNING, JR., MEMORIAL SCHOLARSHIP was established in 1975 by Mr. and Mrs. William Carroll Chewning '41, in memory of their son, a member of the class of 1967, and by other family members and friends. Preference is given to students with financial need who show promise in the field of mathematics.

THE W. RANDOLPH CHITWOOD, SR. '41, M.D., SCHOLARSHIP was established in 1993 by Ruth Anne Chitwood in memory of her husband. Awards are based on financial need and preference is given to students from Southwest Virginia who are preparing to attend medical school.

THE JAMES D. CHRISTIAN, JR., SCHOLARSHIP was established in 1992 by Michael S. Christian '72 and his mother, Mrs. Rita Christian, of Lynchburg, Virginia, in memory of their beloved father and husband, Mr. James D. Christian, Jr. '40. The scholarship is awarded to a student in good academic standing who demonstrates financial need. The recipient should have strong Christian principles and an interest in pursuing a career in business.

THE CLASS OF 1951 SCHOLARSHIP was established on the occasion of the 50th reunion of the Class of 1951 to honor the memory of the members who had died. The scholarship is awarded to a student in good academic standing who demonstrates financial need. Preference is given to descendants of members of the Class of 1951; each recipient is designated a "Class of 1951 Scholar."

THE CLASS OF 1953 SCHOLARSHIP

ENDOWMENT was established in 2003 through gifts made by members of the Class of 1953 in honor of their fiftieth class reunion and induction into the Patrick Henry Society. The scholarship, made in honor of their alma mater, is to be used to encourage other reunion classes to make like-sized gifts to continue the College's mission, "to form good men and good citizens in an atmosphere of sound learning." This endowment is to be a permanent fund, to be administered by the College officer(s) charged with such responsibility, and maintained under the title, "The Class of 1953 Scholarship Endowment." The scholarship is awarded to students with demonstrated financial need who are in good academic standing with the College. When two or more candidates of equal quality are considered, preference is given to the one with the most financial need.

THE CLASS OF 2006 SCHOLARSHIP was established in memory of Peter C. Bance, Jr., a distinguished member of the Class of 2006 and of the College community. An active member of the Kappa Sigma Fraternity, Peter double-majoring in history and religion. While a student, he also aided in the establishment of the Ducks Unlimited Club as a result of his love for the outdoors. First preference is given to a student from the Northern Neck or the Middle Peninsula of Virginia and then to a student from the state of Virginia who is found to be in need of financial assistance as determined by the College's Director of Financial Aid.

THE AYLETT B. COLEMAN, SR., SCHOLARSHIP was established in 1991 by Mr. Aylett B. Coleman III of Roanoke, Virginia, in memory of his grandfather, Aylett B. Coleman, Sr., class of 1888. This scholarship is awarded to residents of Virginia who demonstrate financial need.

THE H. HAWES COLEMAN AND FRANCES FORD COLEMAN SCHOLARSHIP was established by Lt. Col. H. Hawes Coleman '25 in memory of his wife, Frances Ford Coleman. Preference is given to students from Virginia and from Louisville, Kentucky.

THE C. BARRIE COOK SCHOLARSHIP was established in 1988 by Dr. C. Barrie Cook '45 of Fairfax, Virginia. Recipients are selected on the basis of their need of financial assistance and the promise of future service and usefulness to their community, and not necessarily on the basis of academic excellence. Preference is given to those who are

planning careers which will be beneficial to others and to society in general.

THE CRAIGIE INCORPORATED SCHOLARSHIP was established in 1985 by a gift of the Officers and Employees of Craigie Incorporated, Investment Bankers, Richmond, Virginia. The scholarship is awarded to a deserving student at the discretion of the College.

THE EDWARD A. CRAWFORD SCHOLARSHIP FUND was established in honor of Mr. Crawford, Professor Emeritus, who taught Biology at Hampden-Sydney College from 1963 until 1987. The fund was initiated and endowed by former students who wished to honor him for the effect his teaching has had on their lives and careers. Preference is given to students of good academic standing who plan careers in medicine or medical research.

THE THOMAS EDWARD CRAWLEY SCHOLARSHIP was established in 1995 in memory of Thomas Edward Crawley, Hampden-Sydney Class of 1941, who served the College for five decades as student, teacher, scholar, administrator, and musician. The scholarship is awarded, based on need and merit, to students of superior academic achievement who show promise of developing the kind of well-rounded life that Professor Crawley lived in his love for scholarship, music, art, and gardening.

THE THOMAS EDWARD AND ROBERTA A. CRAWLEY MEN'S CHORUS SCHOLARSHIP was established in 2002 by Mr. Raymond B. Bottom, Jr. '51, as a tribute to Dr. Crawley and in honor of Mrs. Crawley. The award recognizes their loving contribution to the betterment of the College through choral music and their unflagging devotion to countless numbers of students involved in the Men's Chorus. Awarded annually, the stipend assists a student who demonstrates financial need, actively participates in the College's Men's Chorus, and best exemplifies those qualities of scholarship, community service, and musical appreciation that were and are the hallmarks of Ned and Roberta Crawley.

THE CHARLES W. AND BRENDA N. CRIST SCHOLARSHIP was established in 2004 by Charles and Brenda Crist of Culpeper, Virginia. The scholarship is awarded to students in good academic standing who demonstrate Christian character and financial need. Preference is given to students who attended a public high school from the City of Lynchburg or the Counties of Prince Edward,

Charlotte or Culpeper and then to students from the surrounding counties.

THE CROCKETT-FLANNAGAN-WEAVER SCHOLARSHIP was established in 1994 by gifts from trustees, alumni, and friends. The fund honors Hampden-Sydney Alumni Dr. Charles L. (Buck) Crockett '42, William H. (Ham) Flannagan, Sr. '40, and Dr. Edgar N. Weaver, Sr. '39, for their contributions to the medical profession. This scholarship is awarded to students with financial need. Preference is given to those students who have demonstrated an intent to pursue a career in a medically related field.

THE DANIEL FOUNDATION SCHOLARSHIP was established in 1988 by gifts from the Daniel Foundation of South Carolina to honor Leslie G. McCraw, then President and Chief Executive Officer of Daniel International Corporation.

THE EDMUND BAKER DAVENPORT SCHOLARSHIP was established in 1972 by Mrs. Claude R. Davenport, Mr. and Mrs. Claude R. Davenport, Jr., Mr. and Mrs. George L. Fosque, and Mr. and Mrs. Charles C. Chewning. The awards are made in the form of loans which need not be repaid if the student maintains an average of 2.0 or better.

THE DAVIS FELLOWS PROGRAM was endowed in 2002 by Norwood '63 and Marguerite Davis. This program provides full academic-year tuition, room, and board, and a stipend for a summer internship or study abroad to a select recipient in each class. A Davis Fellow will strive to be a liberally educated man who possesses the qualities of leadership, tenacity, and passion. He will accept nothing less than the best in whatever he undertakes, be it curricular or extracurricular endeavor; and finally, he will be a compassionate man with the people with whom he lives and works.

THE HARRY B. DAVIS SCHOLARSHIP was established in 1988 by Miss Lucile B. Brown in memory of Harry B. Davis '14. Awards are based on financial need, and preference is given to students from the Tidewater area of Virginia.

THE JAMES W. AND PATRICIA H. DENNIS SCHOLARSHIP was established in 1990 by James W. and Patricia H. Dennis of Richmond, Virginia. Preference is given to a rising junior or senior who is preparing for further study in dentistry or psychology. Recipients must demonstrate financial need and above-average academic achievement.

THE DEPARTMENT OF CLASSICS STUDY-ABROAD SCHOLARSHIP was established in 1999 by Dr. C. Wayne Tucker and his brother, Larry C. Tucker, with additional contributions from other friends and alumni of the College. Hampden-Sydney College awards the scholarship to students in the Department of Classics to participate in programs conducted in Italy, Greece, and other countries with considerable ancient ruins. Preference is first given to students of the Greek and/or Latin languages and then to students of English language courses on ancient topics, such as ancient history and Classical Studies. Recipients are selected by the faculty members of the Department of Classics in consultation with the Director of Global Education and Study Abroad.

THE G. H. DENNY SCHOLARSHIP was established in 1994 by a bequest from Mrs. Margaret Denny McClung in memory of her father, Dr. George H. Denny '18.

THE W. BIRCH DOUGLASS III SCHOLARSHIP was established in 1985 by a gift from Mr. W. Birch Douglass III '65 of Richmond, Virginia.

THE DRESCHER SCHOLARSHIP was established in 1995 by a gift from John W. Drescher '70 in honor of his parents, O. Charles Drescher and Anne W. Drescher, whose unwavering commitment to education and personal sacrifice allowed their sons the opportunity to obtain college degrees. The scholarship is awarded to students who demonstrate the qualities of leadership, achievement, character, and affability. Preference is given to students from Hampton Roads, Virginia.

THE LEWIS HARRISON DREW AND NELLIE PEYRONNET DREW SCHOLARSHIP was established by the class of 1960 to honor its classmate and his wife upon his retirement in 2000. Dean Drew served the College for thirty-seven years, thirty as Dean of Students, always emphasizing honor and integrity. His wife Nell entertained often in their home and befriended numerous students over the years. Preference is given to students who have demonstrated excellent character and citizenship, and a high level of service to others.

THE JESSIE BALL duPONT MEMORIAL SCHOLARSHIP was established in 1978 by a gift from the Jessie Ball duPont Fund of Jacksonville, Florida.

THE ANDREW H. EASLEY AND ANNE O. EASLEY SCHOLARSHIP was established in 1986

by the Andrew Horsley Easley and Anne Owen Easley Charitable Trust of Lynchburg, Virginia. This scholarship is designated for students from the Lynchburg area.

THE W. ROBERT (BOB) AND ANNA BELLE EASON SCHOLARSHIP was established in 2007 by John C. and Sarah Belle Eason Parrott to honor Mrs. Parrott's parents and to establish a legacy that reflects the love that the Easons hold for Hampden-Sydney College. The scholarship is awarded to a student(s) with demonstrated financial need.

THE EDMONDSON FOUNDATION SCHOLARSHIP was established in 1996. The Foundation was established by the late William P. Edmondson, who noted the need for financial aid to students. His efforts have been continued by his wife, Mrs. Frances T. Edmondson, and by his son, Dr. William P. Edmondson, Jr. '56. Preference is given to Virginia residents, and it is requested, but not required, that recipients at some future date repay grants to help perpetuate the scholarship.

THE H. H. AND R. C. EDMUNDS SCHOLARSHIP was established in 1989. Awards are restricted to those students who have financial need and reside in Halifax County, Virginia. Character, leadership, a strong religious background, and a desire to achieve academically are attributes that the scholarship committee considers in making an award. It is also the desire of the donor that the recipients of this scholarship give serious consideration to making a similar financial commitment to the College for scholarship support for future applicants from Halifax County. Should no one qualify for this scholarship in any given year, the award is reapplied to the scholarship endowment, thereby increasing the award for the next recipient.

THE REBECCA KING EVANS SCHOLARSHIP was established in 1999 by Edward Jones Evans '38, M.D., of Huntington, West Virginia. The scholarship is awarded to a deserving student at the discretion of the College.

THE ALLEN MEAD FERGUSON SCHOLARSHIP was established in 2001 by a gift from former Trustee (1994-2000) and Mrs. Allen Mead Ferguson of Richmond, Virginia, in honor of their son, T. Rutherford Ferguson '95. The Scholarship is awarded to an industrious student with demonstrated need. Preference is given to a graduate of St. Christopher's School, then to a resident of Richmond, and then to a resident of the state of Virginia. The recipient should have an

expressed interest in economics, business, or some area of the humanities.

THE JAY G. FERGUSON SCHOLARSHIP was established in 1992 by a gift from Mr. and Mrs. J. Gray Ferguson of Staunton, Virginia, in honor of their son, J. G. Ferguson '89. This scholarship is awarded to students with financial need who have shown industry but not necessarily proven academic skills that would entitle them to a scholarship based solely on academic excellence. Preference is given to residents of Staunton and Augusta County, Virginia.

THE JULIA BOLTON FLEET SCHOLARSHIP was established in 1995 by Julia B. Fleet, who developed an interest in and affection for the College, as well as a desire to help support its students. Preference is given to students with financial need who maintain a grade-point average of 2.5 or higher.

THE S. DOUGLAS FLEET SCHOLARSHIP was established in 1983 by S. Douglas Fleet. The scholarship is awarded to students in financial need to provide the difference between an award made by the College and the student's full need.

THE JOHN BENJAMIN FLIPPEN SCHOLARSHIP was established in 1980 by a bequest of Sue Gray Cooper and her husband, Ransome Cooper, Jr., in memory of her father, John Benjamin Flippen, class of 1871, of Cumberland, Virginia.

THE BRAD S. FOREHAND SCHOLARSHIP was established in 2004 by his parents and friends as a memorial to him, an exemplary Hampden-Sydney College graduate of the Class of 2002. Brad was a Patrick Henry Scholar, president of Alpha Tau Chapter of the Kappa Alpha Order, and a mathematics-economics major. The Forehand Scholarship is awarded to a student in good academic standing who demonstrates financial need. Preference is given to young men from Prince George County, Virginia, with significant involvement in civic and/or extracurricular activities. It is hoped that upon graduation the recipients of the Forehand Scholarship will contribute to its growth, thus affording others what was given to them.

THE COLONEL GUSTAV H. FRANKE, JR. SCHOLARSHIP was established in 2003 by several former golf team members. Colonel Franke is a former Assistant Professor of math and computer science at Hampden-Sydney College. During his time as the College's golf coach, from 1968 to 1981,

the team captured the Mason Dixon Conference Championship, in 1973 and 1975, won both the Virginia State Division D-III Championship, and finished National Runner-Up in Division III in 1975. He coached many All-Conference and All-American golfers during his career. In 1978, thanks to the efforts of Colonel Franke, Hampden-Sydney College hosted the first golf national championship in Virginia. The scholarship is awarded to students in good academic standing who demonstrate financial need. Preference is given to well-rounded students who participate in extra-curricular activities.

THE GEORGE C. "CHIP" FREEMAN III MEMORIAL SCHOLARSHIP was established in memory of George C. "Chip" Freeman III '76 by his parents, Mr. and Mrs. G. C. Freeman, Jr. '52, and his brother, Douglas M. Freeman, and is funded by the George C. Freeman III Memorial Trust. The annual scholarship was established in 1974; in 1999 it became an endowed scholarship. This scholarship is awarded to incoming freshmen interested in pursuing a career in teaching and/or coaching, other youth-oriented work, or full-time Christian service.

THE STOKELY FULTON SCHOLARSHIP was established in 1985 in memory of John Stokeley Fulton '55, a coach for three decades at Hampden-Sydney College.

THE ROBERT ALLEN GARLAND, SR. AND FRANCES VAUGHAN GARLAND SCHOLARSHIP was established in 2002 by Anita Holmes Garland in honor of her parents. The scholarship is awarded to students in good academic standing and of good character who demonstrate financial need. Preference is given to students from the Roanoke Valley (Roanoke City, Roanoke County, Vinton, and Salem, Virginia).

THE WILLIAM LUCKE GARLICK MEMORIAL SCHOLARSHIP was established in 1975 by Dr. R. Cecil Garlick, Jr. '23, of Charlottesville, Virginia, in honor of his late brother, who attended Hampden-Sydney in 1920-21. The fund is used to aid students to study in foreign countries.

THE ERNEST P. AND VIRGINIA Y. GATES SCHOLARSHIP was established by members of their extended family as a tribute to and in honor of Judge and Mrs. Gates. It celebrates the matriculation of three generations of Hampden-Sydney College men: a father, four sons, two sons-in-law, and four grandsons. The scholarship is awarded to students with demonstrated need. It is the hope of the family that the recipients will go on to serve their

communities and thus be credits to their *alma mater* and to this Nation.

THE ARTHUR S. GEAR, JR., SCHOLARSHIP was established in 1999 by Dr. Arthur S. Gear, Jr. '55, of South Hill, Virginia. Preference is given to students from the Virginia counties of Mecklenburg, Lunenburg, and Brunswick who are majoring in the sciences.

THE RICHARD McEWEN GERMAN, JR. '40, AND MARJORIE WOLFF GERMAN SCHOLARSHIP was established in 1995 by Dr. and Mrs. Richard M. German, Jr. This scholarship is awarded to students who demonstrate financial need.

THE THOMAS EDWARD GILMER SCHOLARSHIP was established in 1990 by Russell E. '38 and Thelma T. Fox as a memorial to Dr. Thomas E. Gilmer '23. Dr. Gilmer was professor of mathematics and physics at Hampden-Sydney from 1927 to 1971 and president of the College from 1960 to 1963. Preference is given to students who elect to major in physics or, alternatively, any field of science offered as a major.

THE ALFRED P. GODDIN SCHOLARSHIP was established in 1994 by Mr. C. Hobson Goddin '45 in memory of his father, Alfred P. Goddin '10. This scholarship is awarded to students who demonstrate financial need.

THE IRENE W. GOODE AND JOSHUA W. CHAPMAN '96 SCHOLARSHIP was established in 1997 by Mr. and Mrs. James H. Chapman III of Salem, Virginia, in memory of his mother, Irene W. Goode, and in honor of his son, Joshua W. Chapman '96. Preference is given to students from the state of Virginia who are active members of a Hampden-Sydney social fraternity.

THE SCOTT C. GOODMAN '82 SCHOLARSHIP was established in 1986 by Scott C. Goodman and his grandmother, Mrs. Helen S. Lanier, who passed away in 1997. The scholarship is awarded to a student who has demonstrated those qualities of leadership, achievement, organization, assertiveness, and affability which so well suit a young man for success in life. Preference is given to students from Georgia.

THE GOOD MEN GOOD CITIZENS FINANCIAL AID ENDOWMENT FUND was established in 2008, during the Through These Gates Campaign when the College was reminded time and again how financial aid changes lives. Men who

have received financial aid in the past have become businessmen, doctors, ministers, attorneys and other professionals at the top of their fields; they are also fully engaged in their communities. They are the good men and good citizens who affirm the value of the Hampden-Sydney education. The GMGC Scholarships are awarded to students who maintain good academic standing and demonstrate need, regardless of background and geography.

THE PHILIP M. GRABILL, JR. '71, MEMORIAL SCHOLARSHIP was established in 1997 by friends and family members as a memorial to Mr. Grabill. The scholarship is awarded to students in good academic standing, deserving of financial assistance. Preference is given to students from Shenandoah County and then to students from the Shenandoah Valley of Virginia.

THE HORACE A. GRAY FAMILY SCHOLARSHIP was established in 1978 by a bequest of Pearl F. Gray of Richmond, Virginia.

THE RANDOLPH BRYAN GRINNAN SCHOLARSHIP was established in 1988 by Dr. and Mrs. Randolph Bryan Grinnan, Jr.; their sons, R. Bryan Grinnan III '57 and Dr. George L. B. Grinnan '57, all of Norfolk; and Dr. Richardson Grinnan of Richmond, Virginia. It was given in memory of their father and grandfather, the Reverend Dr. Randolph Bryan Grinnan, class of 1879, one of the first Presbyterian missionaries to Japan. This fund aids students who demonstrate financial need, with preference given to children of the clergy.

THE CHARLES CALLAWAY GUTHRIE SCHOLARSHIP was established in 1968 by Mr. and Mrs. J. Dennett Guthrie in honor of Mr. Guthrie's father. The scholarship has been supplemented by gifts from Mr. Charles R. Guthrie '19, also a son of Charles Callaway Guthrie.

THE THOMAS O. GWALTNEY III SCHOLARSHIP was established in 1992 by a gift from Mr. Thomas O. Gwaltney III '43 of Virginia Beach, Virginia. This scholarship is awarded to students who demonstrate financial need.

THE ANDREW W. HAAS '03 SCHOLARSHIP was established by the Haas Family in memory of Andrew, a member of the Class of 2003. As a student, Andrew pursued his interest in the American Civil War and majored in history. Outside the classroom, Andrew was an active member of the Phi Gamma Delta Fraternity and was an officer-elect of the Chapter. The Haas Fund will honor

both Andrew and the Phi Gamma Delta Fraternity by offering preference to active brothers of the Phi Gamma Delta Fraternity who meet a minimum G.P.A. requirement of 3.20. Second preference is given to an active brother of Phi Gamma Delta who has demonstrated need. If no brothers of the fraternity meet these requirements then the scholarship may be awarded to any full-time student from the greater Richmond, VA metropolitan area with a G.P.A. of 3.0 and demonstrated need.

THE FRED H. HANBURY, JR., SCHOLARSHIP was established in 1988 by Athena B. Hanbury of Farmville, Virginia, in memory of her husband, Fred H. Hanbury, Jr. '34. Preference is given to students from Prince Edward and the seven contiguous counties.

THE J. HARRISON '38 AND MARY DAVIDSON HANCOCK SCHOLARSHIP was established by Mr. and Mrs. Hancock in 1996. Awards are made to students demonstrating financial need who maintain a satisfactory academic performance.

THE HARDIN SCHOLARSHIP was established by gifts from Mr. and Mrs. Eugene B. Hardin, Jr., of Raleigh, North Carolina. This fund aids students from North Carolina and Virginia who demonstrate financial need.

THE HARDY-GIVEN MEMORIAL SCHOLARSHIP was established in 1997 by Dr. Fred T. Given, Jr. '49, and his wife, Jane Ozlin Given, of Norfolk, Virginia, in memory of his parents. The scholarship is awarded to students in good academic standing, deserving of financial assistance. Preference is given to students from Mecklenburg County or from the Virginia Tidewater region.

THE A. EPES HARRIS, JR., SCHOLARSHIP was established in 1992 by gifts from family members, alumni, friends, and colleagues in memory of Dr. A. Epes Harris, Jr. '46. Well known in the medical profession as "the father of Virginia family practice," Dr. Harris founded the Blackstone Family Practice, which provides a uniquely successful resident training facility for family practice physicians. It also serves as the rural branch of the Virginia Commonwealth University Health System's family-practice department. The scholarship is awarded to students pursuing a career in medicine who supplement their pre-medical studies with a solid background in the liberal arts. Preference is given to residents of the Southside area of Virginia.

THE H. HITER HARRIS SCHOLARSHIP FOR EXCELLENCE IN MATHEMATICS OR ECONOMICS was given in 1988 by H. Hiter Harris, Jr., Trustee, and H. Hiter Harris III '83. This scholarship is awarded annually to a rising sophomore, junior, or senior who has demonstrated academic excellence in mathematics or economics, exhibited qualities of strong personal character and integrity, and displayed outstanding leadership in campus activities. Although the scholarship is not limited to this group, preference is given to a mathematics or economics major. A minimum grade-point average of 3.0 must be maintained to extend the scholarship for the following year. Financial need is considered but is not a criterion in the awarding of this scholarship.

THE HARRISON INTERNATIONAL SCHOLARSHIP was established in 1988 by the Francena T. Harrison Foundation Trust in memory of Robert C. and Francena T. Harrison. This scholarship offers aid to students for study and travel in the British Isles.

THE ANNA CARRINGTON HARRISON LEADERSHIP SCHOLARSHIP was established as a memorial to his mother by Mr. Fred N. Harrison of Richmond, Virginia, long-time member of the College Board of Trustees, and continued by his family.

THE SUZANNE PEEBLES HARRISON SCHOLARSHIP was established in 2007 by a gift from Mr. and Mrs. M. Peebles Harrison '89 of Duck, North Carolina, in memory of Mr. Harrison's mother. The scholarship is to assist individuals from the rural areas of Virginia and North Carolina. Preference is given to students with demonstrated financial need and recognized leadership qualities.

THE HATTEN SCHOLARSHIP was established in 1994 by a gift from Robert R. Hatten '69 in honor of his parents, Dr. John Q. Hatten '44 and Mary Lou Hatten. This scholarship is awarded to outstanding students with demonstrated financial need, and preference is given to those students who are members of religious or ethnic minorities.

THE WILLIAM RANDOLPH HEARST SCHOLARSHIP was created by the Hearst Foundation, Inc., in an effort to provide educational opportunity to underrepresented, low-income, and minority populations. Hearst Scholarships are awarded to ethnic minority or economically disadvantaged students.

THE HEREFORD-CRUMMETT WEST VIRGINIA SCHOLARSHIP was established by family members and friends in memory of Joe C. Hereford '43 and Douglas C. Crummett '43 of Charleston, West Virginia. The scholarship is awarded to students with financial need who are in good academic standing, with preference given to students from West Virginia.

THE WILLIAM R. HILL, JR., MEMORIAL SCHOLARSHIP was established in 1992 by gifts from the Hill family in memory of William R. Hill, Jr. '36, and was supplemented by gifts from trustees, alumni, parents, and friends. A loyal and dedicated alumnus, Mr. Hill served the College as a trustee from 1977 to 1988. The scholarship is awarded on the basis of financial need.

THE ROSELYN C. HINES MEMORIAL SCHOLARSHIP was established in 1990 by Ralph P. Hines of Farmville, Virginia. It is awarded to those students who have demonstrated academic superiority in their secondary-school careers, as well as outstanding qualities of citizenship and leadership in the community. Recipients may hold this scholarship for the full four years of their college careers, subject to annual review. Preference is given to students from Prince Edward County and the seven contiguous counties.

THE HOWARD WESLEY HITE MEMORIAL SCHOLARSHIP was established by a bequest from Mr. Hite, a native of Halifax County, Virginia. The scholarship is awarded to students who demonstrate financial need.

THE WARREN W. HOBBIE SCHOLARSHIPS were established in 1959 and later supplemented by gifts from Mr. Warren W. Hobbie of Roanoke, Virginia, a former member of the Board of Trustees.

THE WARREN W. HOBBIE SCHOLARSHIPS IN BUSINESS ETHICS were established by the Warren W. Hobbie Charitable Trust of Roanoke. Two-year merit scholarships are awarded to selected juniors planning to enter business or related service professions.

THE GLADYSE J. HOLLAND SCHOLARSHIP was established in 1990 in her honor by her sons, Mr. Richard J. Holland, Dr. Clarence A. Holland '52, and Dr. William E. Holland. Awards are made to students who demonstrate financial need.

THE ABNER CRUMP HOPKINS SCHOLARSHIP was established in 1992 in memory of three generations of Abner Crump

Hopkinses, all of whom received both undergraduate and honorary degrees at Hampden-Sydney. Abner Crump Hopkins was class of 1855, D.D., 1883; Abner Crump Hopkins, Jr., was class of 1888, D.D., 1925; and Abner Crump Hopkins, Jr., was class of 1930, LL.D., 1975. This scholarship is awarded to students who demonstrate financial need.

THE ANNA BLACK AND C. RANDOLPH HUDGINS, JR. '46, SCHOLARSHIP was established in 1991 by gifts from Mr. and Mrs. C. Randolph Hudgins, Jr. '46, of Norfolk, Virginia. This scholarship is awarded to students who demonstrate financial need. Preference is given to residents of Norfolk, Virginia Beach, or Portsmouth, Virginia, who have demonstrated talents for creative activities or entrepreneurial efforts and who have participated in the worship and work of either the Presbyterian or Episcopal church in their community.

THE EDWIN E. HUNDLEY SCHOLARSHIP was established in 1992 by a bequest from Elizabeth E. Hundley in memory of Edwin Elisha Hundley 1878. The award is given to a student who demonstrates financial need.

THE WILLOUGHBY S. HUNDLEY '12 SCHOLARSHIP was established by Willoughby S. Hundley, Jr. '51 in 2007 as a memorial to his father. Mr. Hundley, Sr. was a member of the college's football team from 1908-1912, and also served as its manager from 1910-1912. A few years after he graduated, he returned to his alma mater to serve as a line coach before moving to Boydton to raise cattle. In 1965, Mr. Hundley made a gift in honor of his classmates that made possible Hundley Stadium, Hampden-Sydney's first permanent stadium. His selfless generosity and love for Hampden-Sydney College were recognized that same year when he was awarded the College's prestigious Algernon Sydney Sullivan Medallion. The scholarship is awarded to students with demonstrated financial need who are in good academic standing with the College. First preference is given to students from Mecklenburg County, Virginia.

THE HURT SCHOLARSHIP was established in 1997 by Dr. W. Glenn Hurt '60 of Richmond, Virginia. The scholarship is intended to assist students with financial need and superior academic achievement. Preference is given to students from Virginia.

THE ROBERT F. HUTCHESON III '35 SCHOLARSHIP was established in 1999 by Mrs.

Madeline Hutcheson in memory of her husband. Awards are made to students who demonstrate financial need and who are in good academic standing.

THE HENRY Y. INGRAM SCHOLARSHIP was established in 1992 by a bequest from Hazel Danne Lancaster Ingram in memory of her husband, a member of the graduating class of 1919. The scholarship is for students who have successfully completed their freshman year and is based on financial need.

THE THOMAS WYNDHAM JAMISON MEMORIAL SCHOLARSHIP was established in 1990 by Mr. George B. Cartledge, Jr. '63, Mr. George B. Cartledge, Sr., Mr. Charles I. Lunsford II '64, and Mr. Robert H. Bennett, Jr., of Roanoke, Virginia, in memory of their classmate and friend, Mr. Thomas Wyndham Jamison '62. Awards are based on financial need with preference given to residents of Roanoke, Virginia.

THE J. MONROE JOHNS SCHOLARSHIP was established in 1988 by J. Monroe Johns of Farmville, Virginia. The scholarship is awarded to students who demonstrate evidence of financial need. Preference is given to residents of Prince Edward and the seven contiguous counties.

THE ALBERT SIDNEY AND VIRGINIA PARLETT JOHNSON MEMORIAL SCHOLARSHIP was established in 1966 by a gift from Mr. Robert D. Johnson '36. The award is given to a deserving upperclassman who demonstrates financial need.

THE EVA Y. JONES SCHOLARSHIP was established in 1958 by the Second Presbyterian Church of Roanoke, Virginia, to be awarded to a student studying for the ministry. Preference is given to a member of the Presbyterian faith.

THE SAMUEL S. JONES PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1984 by Samuel S. Jones '43 to assist gifted students in the natural sciences.

THE JOHN G. KIEFER SCHOLARSHIP was established in 1989 by the Kiefer families of Maryland. The scholarship is awarded to students majoring in a non-scientific field with preference given to residents of the state of Maryland.

THE ROBERT WATKINS KING SCHOLARSHIP was established by gifts from

Robert W. King, Jr. '52, in memory of his father, a member of the class of 1918.

THE KIRBY INTERNATIONAL STUDENT SCHOLARSHIP is awarded to an international student who will benefit most from Hampden-Sydney's educational experience while contributing to the life of the College.

THE PAULE KLINE SCHOLARSHIP FOR STUDY IN FRANCE was established in 2007 by Dr. Paule Gounelle Kline, a Modern Languages Department Professor at Hampden-Sydney from 1983 to 1997. It reflects Madame Kline's love for the College and teaching and is meant to foster a better understanding of and appreciation for French language and culture. Academic record, demonstrated financial need, and participation at the French Table are criteria for selection. Applicants are also judged on the content of a paper they must submit to the Chair of the Modern Languages Department explaining why they wish to study in France. First preference will be given to a French major who plans to live with a French family with children of the same age.

THE LAWSON-JOHNSTON SCHOLARSHIP was established in 1993 by Robert W. Lawson, Jr. '30, of Charleston, West Virginia, in memory of his father, Robert W. Lawson; his mother, Mary Easley Craddock Lawson Johnston; and his stepfather, Lewis D. Johnston. The scholarship is awarded to students in good academic standing, deserving of financial assistance. Preference is given to students from Halifax County, Virginia, or Kanawha County, West Virginia.

THE HAROLD G. LEGGETT SCHOLARSHIP was established in 1983 by Hallie Leggett Townsend of Durham, North Carolina, in honor of her brother and supplemented by gifts from other family members.

THE LEHEW SCHOLARSHIP was endowed in 1998 by the families of Dr. Willette L. LeHew '57 of Norfolk and Dr. Richard A. LeHew '59 of Richmond in honor of their father, Dr. Allen Edwin LeHew, and in memory of their mother, Rowena Radcliffe LeHew (1907-1997). Since then, significant gifts have been made to the scholarship in memory of Myrene Putnam LeHew (1939-1999), wife of Dr. Willette LeHew, and upon the death of Dr. Allen LeHew (1907-2005). Preference is given to students from Alleghany County, Virginia.

THE JAMES F. LIPSCOMB '66 SCHOLARSHIP was established in 1997 by Mr. Lipscomb of

Richmond, Virginia, to provide assistance based on financial need. Preference is given to students from Henrico or Hanover County who participate broadly in campus extracurricular activities.

THE HERBERT G. AND REVA T. LONAS SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. and Mrs. Lonas. This scholarship is administered by the Honors Council as part of the College's Honors Awards. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a Charter Trustee of the College. These scholarships are reserved for exceptionally qualified students.

THE ALFRED L. LORRAINE, JR., MEMORIAL SCHOLARSHIP was established in 1954 by Alfred L. Lorraine, Sr. '14, and Louise Kellogg Lorraine of Richmond, Virginia, in memory of their son. Alfred L. Lorraine, Jr., a member of the Class of 1943, left Hampden-Sydney to volunteer for service in the U. S. Navy in June of 1942. He was reported missing in action over the Philippines on September 25, 1944. The scholarship is awarded to worthy students in need of financial assistance. Preference is given to descendants of Alfred Lorraine, Sr. '14, and Louise Kellogg Lorraine.

THE LOWE-DRAPER SCHOLARSHIP was established in 1990 by Dr. Richard H. Lowe, Jr. '40, and Mr. W. Lynwood Draper. Awards are based on financial need with preference given first to residents of Roanoke City or Roanoke County, Virginia, then to any Virginia resident with need. Although it is not a requirement, recipients are requested to contribute to the Lowe-Draper Scholarship after graduation as their circumstances permit so that the scholarship endowment will continue to grow for the benefit of future generations of students.

THE WILLIAM WEBSTER LUCADO MEMORIAL SCHOLARSHIP was established in 1991 by a gift from Corneille Lucado, his wife. Mr. William W. Lucado '50 was a dedicated alumnus and a member of the Board of Trustees from 1988 to 1991. This scholarship is awarded to students who demonstrate financial need. Preference is given to those who actively participate in campus extracurricular activities.

THE LUCAS FAMILY SCHOLARSHIP was established in 2008 by Mr. Charles F. Lucas '59 and his wife Carolyn, of Beckley, West Virginia. The scholarship is awarded to an international student

who is in good academic standing and demonstrates financial need.

THE GRANGER AND ANNE MACFARLANE SCHOLARSHIP was established in 1986 by John G. III '76 and Dudley W. Macfarlane and named in honor of his parents. This fund is administered by the Honors Council as part of the College's Honors Awards. It is awarded to students from Virginia on the basis of outstanding leadership characteristics demonstrated in their secondary-school careers and superior academic achievement. Preference is given to students from Roanoke and contiguous counties.

THE MARSH USA INC. SCHOLARSHIP was established in 1988 by Johnson & Higgins of Virginia, Inc., in Richmond.

THE JAMES J. MARSHALL, JR., SCHOLARSHIP was established by gifts from Mr. J. J. Marshall, Jr. '34, of New York City. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE SAMUEL McDOWELL MARTIN AND VIRGINIA K. MARTIN MEMORIAL SCHOLARSHIP was established in 1982 by a bequest from Mrs. Martin. Preference is given to students who intend to enter the medical profession or the ministry.

THE JAMES BUCKNER MASSEY SCHOLARSHIP was established in 1957 in memory of Dr. Massey, Professor of Bible from 1919-1952. Initially funded as an annual scholarship by Dr. Frank M. Ryburn '45 of Lubbock, Texas, the scholarship received additional gifts from Dr. and Mrs. Ryburn as well as from Mr. and Mrs. Joseph T. Trotter '35, and other family members to fully endow this fund in memory of Dr. James Buckner Massey. The scholarship is awarded to students with demonstrated financial need who are in good academic standing with the College and who have a strong commitment to their faith. In the spirit of Dr. Massey who always gave to others, in lieu of self, the scholarship recipients are encouraged to support the scholarship during their lifetimes so that other worthy candidates, like themselves, will receive the benefits of a Hampden-Sydney education.

THE ELIZABETH LONG MAYES SCHOLARSHIP was established by D. Carleton "Gus" Mayes '36 in loving memory of his wife. The scholarship is presented annually, based on need, to a number of students with preference first given to students from Dinwiddie County, then to

students from Virginia, and then to students from the Southeast.

THE THOMAS T. AND MARTHA L. MAYO SCHOLARSHIP was established in 2002 and endowed in 2007 by Dr. and Mrs. Thomas T. Mayo IV, Mr. and Mrs. William R. Schmidt, and Mrs. Dausey B. Irwin to honor the memory of Dr. Mayo, Mrs. Schmidt, and Mrs. Irwin's parents, Mr. and Mrs. Thomas T. Mayo.

THE PHILIP W. MCKINNEY SCHOLARSHIP was established in 1964 by a bequest from the estate of Frankie McKinney Van Winkle in honor of her father, Governor Philip W. McKinney, class of 1851.

THE H. W. McLAUGHLIN SCHOLARSHIP was established in 1999 by the grandchildren of Dr. Henry W. McLaughlin, class of 1873, and Nelle Brown McLaughlin to honor the pioneering courage, humanitarian spirit, and love of learning which they both exemplified while ministering to rural mountain congregations in Virginia and West Virginia. Dr. McLaughlin's career as an innovative agriculturist, banker, and national leader of rural development for the Presbyterian Church personified the intellectual diversity Hampden-Sydney promotes. The scholarship is intended to assist students with financial need and superior academic achievement to achieve a diverse educational experience.

THE McVEY MEMORIAL SCHOLARSHIP was established in 1986 by gifts from George Jennings McVey '61 and Henry Hanna McVey III '57 and supplemented by a bequest from the estate of Eva Jennings McVey. The fund is in memory of the donors' father and husband, Henry Hanna McVey, Jr. '12. Scholarships are awarded to well-rounded students who demonstrate leadership both in and out of the classroom and who show financial need.

THE EDMONIA CARRINGTON METCALF INTERNATIONAL SCHOLARSHIP was established in 1990 by a bequest from her estate. This scholarship is awarded, based on need, to rising juniors and seniors who wish to study abroad for one or two semesters in the field of their major.

THE DR. RICHARD A. MICHAUX SCHOLARSHIP was established in 1991 by a gift from Dr. Richard A. '34 and Julia Gray Michaux of Richmond, Virginia. Students who wish to qualify for this award must demonstrate a minimum financial need of 30% of full costs, including tuition, fees, and room and board. Preference is

given to students preparing for graduate study in medicine. Recipients must maintain a sufficient grade-point average, as determined by the Director of Financial Aid, that will enable them to be accepted into a medical school.

THE BEN AND MAYO MOOMAW SCHOLARSHIP was established by the gifts of Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE FRED MAY MORTON AND MARY MORTON PLATT SCHOLARSHIP was established in 1963 by a gift from Mary Morton Platt of Baltimore, Maryland, in memory of her brother. The fund has been supplemented by gifts from the Theodore H. Barth Foundation.

THE HEBER JONES MORTON SCHOLARSHIP was established in 1984 by a bequest from the estate of Mary Womack Morton in memory of her husband, Dr. Heber Jones Morton 1905. The scholarship is designated for the assistance of pre-medical students.

THE ANTHONY J. MUÑOZ, M.D., INTERNATIONAL SCHOLARSHIP was established in 2005 by Dr. Muñoz at the behest of his children. A native of Spain who survived that country's civil war (1936-1939), he went on to study medicine, with the help of scholarships, at the University of Valencia and the University of Paris. Dr. Muñoz came to Farmville in 1961, where he practiced medicine as a thoracic surgeon for twenty-four years. He also served as a physician for the Hampden-Sydney football team, as a member of the board of the Hampden-Sydney Music Festival, and in numerous other volunteer and professional organizations in the greater community. Designed to foster intercultural exchange between the College's students and the people of Spain, the Muñoz International Scholarship offers aid to students for travel and study in Spain. Should there be no students choosing to study in Spain in a given year, the scholarship may be awarded to one who chooses to study in France or Italy.

THE HARRY HAVENER MUNROE SCHOLARSHIP was established by a bequest from Elizabeth Munroe Jones of Laurinburg, North Carolina, in memory of her father, Harry Havener Munroe 1901, D.D. '26. Preference is given to students of high scholastic standing.

THE JOSEPH LEE AND MARGARET EAST NELSON MEMORIAL SCHOLARSHIP was established in 1976 by Mrs. Nelson to provide scholarships for students of superior academic ability who are in need of financial assistance. Preference in selecting recipients for scholarships is afforded Virginia students of the Christian faith who have formed a present intention to seek full-time Christian service as ordained ministers or missionaries, or, in the alternative, preference is afforded students who have formed a desire to enter the teaching profession.

THE MAURICE NOTTINGHAM, JR., SCHOLARSHIP was established in 1988 by gifts from Dr. and Mrs. Maurice Nottingham, Jr. '56, and their sons, James M. Nottingham '83 and Robert R. Nottingham '85 of Richmond, Virginia. This scholarship is awarded to students who demonstrate financial need. Preference is given to pre-medical students from the Eastern Shore of Virginia.

THE WALLACE C. NUNLEY SCHOLARSHIP was established by Dr. Wallace C. Nunley '44 of Clifton Forge, Virginia, and Dr. Wallace C. Nunley, Jr. '69.

THE THEODORE G. OFFTERDINGER, JR. AND VIRGINIA C. WILLIAMSON SCHOLARSHIP was established in 1981 through gifts from Mr. and Mrs. Theodore G. Offerdinger, Sr. '41, and friends in memory of Theodore G. Offerdinger, Jr. '74, and Virginia C. Williamson. Preference is given to students who have demonstrated academic excellence and outstanding leadership characteristics in their secondary-school careers. The scholarship is administered by the Honors Council as a part of the College's Honors Awards.

THE ELBERT P. OSBORNE, JR. '59 SCHOLARSHIP was established by a gift from Dr. Elbert P. Osborne, Jr. '59. The scholarship is awarded to students in good academic standing and of good character who demonstrate financial need. First preference is given to students from Southside Virginia and then to other students from Virginia, either of whom intend to pursue a career in dentistry, medicine, or other science-related fields, in that respective order.

THE HINTON BAXTER AND EMMA RESSLER OVERCASH MEMORIAL SCHOLARSHIP was established in 1996 by Miss Dorothy Overcash of Winchester, Virginia, in memory of her parents. Awards are made to students

in good academic standing, deserving of financial assistance, with preference given to students who demonstrate diligence and integrity.

THE JOHN ATKINSON OWEN SCHOLARSHIP was established in 1998 by Dr. John A. Owen, Jr. '45, of Charlottesville, in memory of his father, Dr. John A. Owen, Sr., class of 1899. The scholarship is awarded to students with financial need, with preference given to residents of the South Central Virginia counties of Brunswick, Charlotte, Halifax, Lunenburg, Mecklenburg, and Prince Edward. Additional preference is given to Presbyterian students.

THE HON. WILLIAM L. OWEN SCHOLARSHIP was established in 2007 in honor of Mr. Owen by his great-grandson, Dr. John A. Owen, Jr. Class of 1945, and his family. Mr. Owen was a prominent member of the Committee of Nine, a group of Virginia leaders responsible for Virginia being readmitted to the Union following the Civil War. He served as a Trustee of the College from 1876 to 1881, and sent two of his sons to Hampden-Sydney, beginning an Owen legacy at the College. The scholarship is awarded to students with demonstrated financial need and respectable academic standing with the College. First preference is given to students from Halifax County and then to students majoring in history.

THE RICHARD C. PARKER SCHOLARSHIP was established in 1980 by Mr. and Mrs. William A. Parker, Jr., and their son, Richard C. Parker '81. The scholarship carries a minimum stipend of \$750 and is awarded each year to a freshman who has demonstrated those qualities of leadership, organization, assertiveness, and affability which so well suit a young man for a business career. Preference is given to students from Georgia.

THE TRUMAN ALFRED PARKER SCHOLARSHIPS were established by a bequest from Judith H. M. Parker of La Jolla, California. Students in the pre-medical program are given preference.

THE PATTERSON SCHOLARSHIP was established in 2005 through the bequest of Mark Whitehead Patterson '80 in memory of his parents, William S. Patterson '41 and Nancy Patterson Driskill; his uncle, Charles G. Patterson, Jr. '37; and in honor of his brother, P. Tulane Patterson '78. The Financial Aid office at Hampden-Sydney College awards the scholarship to students in good academic standing and of good character who demonstrate

financial need. Preference is first given to students from Lynchburg, Virginia.

THE WILLIAM C. PEAKE '51 SCHOLARSHIP was established in 1995 by Ferguson Enterprises in honor of Mr. Peake's long and accomplished career with the Company. First employed by Ferguson in 1955, Mr. Peake became its Executive Vice President in 1989. The endowment was funded by Ferguson Enterprises and Wolseley plc, and by Mr. Peake's friends, business associates, and family members. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE FRANK D. PENDLETON '72 MEMORIAL SCHOLARSHIP was established in 2005 by his sister Catherine P. Caspole, his brothers Edmund and John W. Pendleton '68, and his friends and Hampden-Sydney fraternal brothers. It is awarded to students with financial need who demonstrate academic excellence, character, and leadership in campus activities. Preference is given to students from Wythe County or Southwest Virginia.

THE PHILIP MORRIS SCHOLARSHIP was established in 1982 in memory of Benjamin A. Soyars '40 for his long and dedicated service to the Philip Morris Company and the College. Each year four students are chosen as Philip Morris Scholars.

THE JACK H. POWELL SCHOLARSHIP was established in 1993 by Dr. Jack H. Powell, Jr., and Dr. J. H. Powell III '73. This scholarship is awarded to students who demonstrate financial need and who uphold the ideals of Hampden-Sydney College. Preference is given to students from Newnan, Georgia, and surrounding Coweta County.

THE WILLIAM T. PUGH MEMORIAL SCHOLARSHIP was established in 1968 by Mr. and Mrs. John Tucker Percy of Lynchburg, Virginia, in memory of Dr. Pugh '23, a former member of the Board of Trustees. Additional gifts to this fund were made by Central Fidelity Bank of Lynchburg, family members, and friends. The scholarship is awarded to pre-medical students.

THE READ-LANCASTER MEMORIAL SCHOLARSHIP was established through gifts from Mrs. Edmonia C. L. Metcalf of Charlottesville, Virginia, in memory of her mother, Mrs. Agnes Elizabeth Read Lancaster, and her uncles, Mr. Abram Carrington Read, class of 1883, and Mr. Isaac Mayo Read, class of 1887. In addition to recognizing her immediate family, Mrs. Metcalf

specified the scholarship as a memorial to the Reads of "Greenfield," Charlotte County, Virginia.

THE SAMUEL MACON REED SCHOLARSHIP was established by Frederick W. Young, Jr. '44, of Knoxville, Tennessee, in memory of Samuel Macon Reed, who served the College from 1922 through 1950 as a professor of mathematics, and from 1923 through 1936 as dean. Preference is given to juniors or seniors majoring in mathematics or computer science, or to sophomores who plan to major in those disciplines. Students should demonstrate financial need and be in good academic standing.

THE ANDERSON M. RENICK, JR., M.D., SCHOLARSHIP was established in 2000 by Dr. Renick '51. The Financial Aid office at Hampden-Sydney College awards the scholarship to a different recipient each year. The selected student must be in good academic standing, and preference is given to students who are pursuing health sciences or medicine as a career.

THE RICHARD S. REYNOLDS SCHOLARSHIP was established in 1989 by the Richard S. Reynolds Foundation of Richmond, Virginia. This scholarship honors the founder of Reynolds Metals Company for his pioneer leadership and philanthropic generosity.

THE GEORGE RICHARDSON, JR., SCHOLARSHIP was established in 2000 by Robert M. Richardson '38 and his wife, Elizabeth R. Richardson, in memory of Mr. Richardson's father, George Richardson, Jr., class of 1910. The Financial Aid office at Hampden-Sydney College awards the scholarship to students in good academic standing and of good character who demonstrate financial need and who have completed their freshman year. Recipients are asked to repay the scholarship funds they receive to the College's scholarship endowment as soon after graduation as their circumstances permit, so that the scholarship endowment will continue to grow for the benefit of future generations of students. Preference is given to students from West Virginia and Virginia.

THE TINA RICHARDSON SCHOLARSHIP was established in 1975 by Mrs. A. B. Richardson of Roanoke, Virginia.

THE CLARENCE B. ROBERTSON MEMORIAL SCHOLARSHIP was established in 1969 by a bequest from Mr. Robertson '15, a former member of the Board of Trustees.

THE PHILIP ROME SCHOLARSHIP was established in 2001 as a memorial to Philip deButts Rome '68, loyal alumnus and former Trustee of the College, by his fellow alumni, family, and friends. Preference is given to students whose character, integrity, and diverse involvement in the classroom, in civic activities, and in other extracurricular activities set them apart as leaders. By their hard work and achievements, they are "good men and good citizens." Candidates must have a 3.0 grade-point average to qualify and must maintain a minimum GPA of 2.5 to keep the scholarship the following year. Financial need is considered but is not a criterion in the awarding of this scholarship.

THE C.F. SAUER SCHOLARSHIP was established by The C.F. Sauer Company and Conrad F. Sauer IV '72 in 2004 to honor his family and to enrich the lives of countless young men who otherwise might not gain the benefits of a Hampden-Sydney education. First preference is given to students with demonstrated need from Douglas S. Freeman High School, then to students from Henrico County, and finally to students from the contiguous counties. It is the hope of the family that the recipients will become involved members of their communities and that they, at some future date, consider supporting the scholarship with the resources available to them.

THE JOHN B. AND PEGGY C. SCHUG SCHOLARSHIP was established in 1999 by Dr. John B. Schug '52 and his wife, Peggy C. Schug, of Charlotte, North Carolina. They honor the memory of Mrs. Schug's father, Tyrus (Ty) Raymond Cobb, Jr., and grandfather, Tyrus (Ty) Raymond Cobb, Sr. The scholarship is awarded to upperclassmen in good academic standing who demonstrate financial need. Preference is given to well-rounded students who participate in extracurricular activities.

THE SCOTT & STRINGFELLOW INVESTMENT CORP. SCHOLARSHIP was established in 1991 by Scott & Stringfellow Investment Corp., Richmond, Virginia. Preference is given to students who express interest in teaching careers.

THE SHUMADINE SCHOLARSHIP was established in 1992 by gifts from Hampden-Sydney College Trustee and Alumnus William F. Shumadine, Jr. '66, of Richmond in memory of his father, Dr. William F. Shumadine. Income from the fund is used in support of students in good academic standing and deserving of financial assistance.

THE FRANK J. AND MARY ALICE SIMES SCHOLARSHIP was established in 1994 by Dr.

Frank J. and Mrs. Mary Alice Simes. Dr. Simes was a former academic dean and professor of the College. Awards are based on demonstrated financial need. Preference is given to students who display leadership qualities.

THE BRADLEY SCOTT SIMMS SCHOLARSHIP was established in 2001 by alumni, family, and friends as a memorial to Brad Simms '85, a third-generation graduate of Hampden-Sydney College and a member of the football team and Kappa Alpha Order. The scholarship is awarded every four years to an incoming freshman who demonstrates financial need and is not under consideration for an honors scholarship. First preference is given to students from Martinsville or Fredericksburg, Virginia, and their surrounding counties, and then to students from the state of Virginia. It is hoped that upon graduation the young men who receive this scholarship will contribute to its growth, thus giving back to others what was given to them.

THE WILLIAM E. SIMON SCHOLARSHIP was established in 1999 with a grant from the William E. Simon Foundation, to support the belief that the free-enterprise system that has served America and her people so well depends for its survival on keeping opportunities for advancement open to everyone. The scholarship is named for financier and philanthropist William E. Simon, who served as U.S. Secretary of the Treasury from 1974 to 1977. Preference is given to students with financial need who demonstrate outstanding extracurricular achievement, sound moral character, and leadership potential.

THE JOHN SMITH SIMPSON, JOHN DABNEY SIMPSON, AND JAMES LUPTON SIMPSON MEMORIAL SCHOLARSHIP was established in 2000 by a gift from Helen B. Simpson of Paeonian Springs, Virginia, as a memorial to her father, John Smith Simpson, class of 1877, and her two brothers, John Dabney Simpson and James Lupton Simpson, both of the class of 1925. All of these men taught school in Loudoun County, Virginia. Preference is given to students pursuing a career in education and first to students who are from Loudoun County or Harrisonburg, Virginia.

THE HAROLD W. AND NELL R. SMITH SCHOLARSHIP was established in 2002 through the Estate of Nell Remines Smith. Mrs. Smith's husband, Harold Whitley Smith, was a member of the Class of 1934 and owner and manager of Harold Smith Ford and Mercury for forty-three years. The Financial Aid office at Hampden-Sydney College

awards the scholarship to students in good academic standing who demonstrate financial need. Preference is given first to students from Buchanan County, Virginia; secondly to those from Southwest Virginia; and then to those from Virginia.

THE REGINALD GILBERT SMITH SCHOLARSHIP was established in 1986 by gifts from alumni, parents, and friends who wished to honor Mr. Smith, a long-time employee of the College. The fund aids minority students with preference given to graduates of Prince Edward County High School.

THE RICHARD OWEN "RICK" SNYDER '74 MEMORIAL SCHOLARSHIP was established in 1997 by Mr. and Mrs. Owen A. Snyder of Richmond, Virginia, in memory of their son. The scholarship is awarded to students in good academic standing and deserving of financial assistance.

THE S. BRUCE AND GLADYS CURTIS SPENCER SCHOLARSHIP was established in 1986 by Mr. and Mrs. S. Bruce Spencer '37 of Farmville, Virginia, to provide assistance based on financial need to those participating broadly in campus extracurricular activities. The scholarship is awarded to North Carolina and Virginia students with preference to residents of Buckingham, Cumberland, and Prince Edward Counties of Virginia.

THE IRMA CHAPPELL AND WILLIS McCOLLUM SPRINKLE SCHOLARSHIP was established in 2001 by Mrs. Irma C. Sprinkle of Marion, Virginia, in memory of her husband, Dr. Willis M. Sprinkle, class of 1920. The scholarship is awarded to students entering or previously enrolled in the Pre-medical Studies program. First preference is given to students from Smyth County, Virginia; then to students from the Virginia counties of Grayson, Tazewell, Washington, and Wythe; then to students from the Virginia counties of Bland, Buchanan, Carroll, Dickinson, Lee, Russell, Scott, and Wise, and the cities of Bristol, Galax, and Norton. Should there be no students from these geographical areas, the scholarship is awarded to students from the Commonwealth of Virginia at large.

THE SPRINT FOUNDATION SCHOLARSHIP was established in 1990 by the Centel Foundation of Chicago, Illinois, to recognize the contributions of Wilson B. Garnett, a native of Prince Edward County, to the Centel Corporation. Preference is given to students from Prince Edward County.

THE STAMPS SCHOLARSHIP was established in 1936 by a gift from Mrs. F. S. Royster of Norfolk, Virginia, in memory of her father, Dr. William L. Stamps, and of her brothers, Mr. Edward R. Stamps, class of 1867, and Dr. Thomas Stamps, class of 1868.

THE C. V. STARR SCHOLARSHIP was established by the Starr Foundation of New York. Recipients of the Starr Scholarship are selected on the basis of superior intellectual achievement and outstanding leadership characteristics, as well as financial need.

THE HERBERT R. STOKES SCHOLARSHIP was established in 1989 by a gift from Mr. Herbert R. Stokes '40 of Farmville, Virginia, in memory of his grandfather, Colin Stokes, class of 1865, his father, Herbert T. Stokes, class of 1897, and his uncle, H. Straughan Stokes, class of 1900. Preference is given to residents of Prince Edward and the seven contiguous counties.

THE GEORGE ELLIS SUMMERS SCHOLARSHIP, honoring Ellis Summers, a graduate of the Class of 1997, was established in 1998 by his father, George Ellis Summers, and augmented by a gift from Charles Hill Jones, Jr., a Trustee of the College. The scholarship is awarded with preference given to an industrious student with demonstrated financial need who has yet to prove his academic skills and therefore would not be eligible for an honors scholarship. The recipient should be well rounded, have a keen interest in extracurricular activities, and be from one of the following areas: Long Island and the county of Queens in New York; the counties of Morris, Bergen, Essex, Middlesex in New Jersey; Fairfield County in Connecticut; Montgomery and Delaware Counties in Pennsylvania; and Palm Beach and Broward Counties in Florida.

THE SULLIVAN SCHOLARSHIPS have been provided by the Algernon Sydney Sullivan Foundation of Oxford, Mississippi (formerly of New York) since 1936 in memory of Algernon Sydney Sullivan, founder and first president of the New York Southern Society.

THE SYDNOR FAMILY SCHOLARSHIP was established in 1999 by the Sydnor family of Charlottesville, Virginia. The Financial Aid Office at Hampden-Sydney College awards the scholarship to students in good academic standing.

THE ROBERT J. THALMAN SCHOLARSHIP was established in 2000 by alumni, family, and friends in honor of Coach Robert J. Thalman, who served on the College's coaching staff 1953-1960 and as Athletic Director and head football coach 1956-1960. This scholarship is awarded to students who demonstrate financial need.

THE EVELYN FITTS THOMAS SCHOLARSHIP was established in 1990 by a bequest from her estate. This scholarship is awarded to those students in the top third of their class who are pursuing a course of study in the pre-medical, pre-nursing, or another health-care field. Preference is given to residents of Henry or Patrick County, or the city of Martinsville, Virginia.

THE GRAVES H. THOMPSON '27 SCHOLARSHIP was established in 1996 by gifts from alumni, friends, and colleagues in honor of Dr. Graves H. Thompson '27, Blair Professor Emeritus of Latin. Preference is given to a Classics major, or otherwise to a student majoring in a field of the humanities. Financial need is only a secondary consideration.

THE TOPPING-LORRAINE SCHOLARSHIP was established in 2002 by William B. Graham '43 in honor of his two college roommates, George Olin Topping '43 and Lt. Alfred L. Lorraine, Jr. '43. Preference is first given to students in good academic standing from Virginia's Northern Neck and then to students from Virginia.

THE KATHERINE S. AND PAUL S. TRIBLE SCHOLARSHIP was established in 1983 by former U.S. Senator Paul S. Tribble, Jr. '68, in honor of his parents. The scholarship is awarded to a Virginian who plans a career in business or government. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE PAUL TRIBLE PUBLIC SERVICE PROGRAM SCHOLARSHIP was established in 1989 by former U. S. Senator Paul S. Tribble, Jr. '68, of Virginia. A recipient is named annually from among those in the Public Service Certificate Program.

THE ALBERT JAMES TRUITT AND JULIA HARRISON TRUITT MEMORIAL SCHOLARSHIPS were established in 1949 through a bequest under the will of Julia E. Truitt of Norfolk, Virginia, and are given for the assistance of students studying for the ministry.

THE ACHILLES L. TYNES SCHOLARSHIPS were established in 1958 by the Misses Eliza I. and Frances M. Tynes of Tazewell, Virginia, in memory of their brother, a member of the class of 1894 and a trustee of the College for 36 years.

THE UNIVERSAL LEAF FOUNDATION SCHOLARSHIP was established in 2004 by the Foundation to give worthy students the opportunity to attend Hampden-Sydney College. The scholarship is awarded to students in good standing who are in need of financial assistance. Preference is given to students from Virginia.

THE RICHARD MORTON VENABLE SCHOLARSHIP was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable '20 of Charleston, West Virginia. Mr. Venable was a direct descendant of Nathaniel Venable of "Slate Hill," one of Hampden-Sydney's founders and a Charter Trustee. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE VERIZON SCHOLARSHIP was established in 1992 by gifts from Verizon Virginia, Inc. (formerly C & P Telephone Company of Virginia). It is awarded to students in good academic standing who demonstrate financial need.

THE VIAR SCHOLARSHIP was established in 1994 by Trustee Joseph F. Viar, Jr. '63. This scholarship is awarded to students who demonstrate financial need and who uphold the ideals of Hampden-Sydney College. In keeping with the Hampden-Sydney tradition of the well-rounded man, preference is given to students who participate in extracurricular activities.

THE WACHOVIA BANK, N.A., SCHOLARSHIP was established in 1991. Award is based on financial need; preference is given to students from Virginia who are economics majors.

THE WADDELL-GORDON SCHOLARSHIP was established in 1952 by Mr. James W. Gordon, Jr. '32, of Richmond, Virginia, as a memorial to Dr. James Waddell (1739-1805), "the blind preacher," and Colonel James Gordon of Lancaster County (1714-1768), leaders in the establishment of the Presbyterian Church in the Colony of Virginia. James Gordon's granddaughter and James Waddell's daughter, Janetta Waddell, was the wife of Archibald Alexander, third president of Hampden-Sydney College.

THE H. EWING WALL SCHOLARSHIP was established in 2008 in memory of H. Ewing Wall, Hampden-Sydney Class of 1922, by his wife, Anne Moncure Wall, his son, Marion M. Wall, and posthumously by his son H. Ewing Wall, Jr. '56 through the H. Ewing Wall, Jr. Foundation. Income from the Wall Foundation Fund is used in support of students in good academic standing and in need of financial assistance.

THE JOSEPH MOSS WHITE AND JOSEPHINE VIRGINIA BROWN WHITE SCHOLARSHIP was established in 1975 by Mr. Joseph W. White, Jr. '54, Mr. James S. White, and Dr. Paul F. White '60 in honor of their parents, and supplemented by memorial gifts in honor of Mr. J. M. White '25.

THE GORDON C. WILLIS SCHOLARSHIP was established in 1985 by Gordon C. Willis '42 of Roanoke, Virginia, in memory of his brother, Holman Willis, Jr. '38. The scholarship is awarded to students who demonstrate evidence of financial need.

THE JASPER DENNIS WILSON SCHOLARSHIP was established in 1996 by his son, Hampden-Sydney President Samuel V. Wilson. Preference is given to African-American students and, to the extent practicable, to those who intend to major in English.

THE WISE FOUNDATION SCHOLARSHIP was established in 2009 by the Wise Foundation of Marshall, Virginia. Preference is given to students in good standing who demonstrate financial need.

THE EDWARD W. WOLCOTT SCHOLARSHIP was established in the fall of 2000 in memory of Eddie Wolcott '43 by his classmates and friends. The scholarship is presented annually to a student who is in good academic standing and shows leadership abilities. Preference is given to students from the south Hampton Roads area.

THE JESSIE REAMES YOUNG AND CHARLES REAMES YOUNG SCHOLARSHIP was established by Mr. Fred W. Young, Sr. 1909, and supplemented by gifts from Mr. Fred W. Young, Jr. '44. Preference is given to residents of Dinwiddie County or Petersburg, Virginia.

ANNUAL SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and generosity of the contributions of alumni, parents, and friends to the annual scholarship fund. Annual scholarships are not individually designated unless the donor has agreed to a significant annual contribution to be awarded each year over a number of years.

THE WILLIAM J. ADAMS IV '01 SCHOLARSHIP was established in 2004 by his parents and friends. Bill Adams was a graduate in the class of 2001. During his time as a student, Bill was an active member of the Sigma Alpha Epsilon Fraternity and majored in Political Science. The scholarship is awarded to a student or students in good academic standing who demonstrate financial need. Preference is given to young men from the state of North Carolina.

THE ARAMARK SCHOLARSHIP FOR STUDENT EXCELLENCE was established in 2008 to commemorate the fruitful, fifty-year relationship between Hampden-Sydney College and ARAMARK Food Service. It is a need-based award with first preference given to a minority student and then to a student who has a demonstrated need. In cases where there are numerous students with similar need, the student with the highest grade-point average becomes the recipient.

THE BERNARD E. AND EDNA B. BAIN ANNUAL SCHOLARSHIP was established in 1981 by Mrs. Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Mr. Bernard E. Bain '28, D.D. '52, and is awarded to students who are preparing for the Christian ministry.

THE JOHN M. BORDERS, M.D., MEMORIAL SCHOLARSHIP was established through an annuity with The Presbyterian Foundation, Inc. (U.S.), by the Reverend Isaac D. Borders in memory of his father, Dr. John M. Borders.

THE BRAND BANKING COMPANY SCHOLARSHIPS were established in 2002 through the generosity of Trustee Bartow Morgan, Jr. '94, as an equivalent to the Georgia Hope Scholarships. Students from the Georgia counties of Banks, Barrow, Clarke, Franklin, Gwinnett, Habersham, Hall, Jackson, Oconee, Rabun, Stephens, and Walton who gain admission to the College and who would qualify for a Hope Scholarship are eligible to receive this award.

THE SHAWN DAVID BROWN SCHOLARSHIP was established in 2008 by Stephen B. "Bo" Wilkins '92 in memory of his classmate, and Sigma Alpha Epsilon fraternity brother. Shawn was a great friend and gifted artist who died on September 28, 2004, of complications following a surfing accident. He was a shining example of how to live life. The scholarship is awarded to students with demonstrated financial need who are in good academic standing with the College. Preference is given to students from Georgia.

THE BRUSH SCHOLARSHIP was established in 1998 by C. Beeler Brush of Hampden-Sydney, Virginia, in memory of his parents, Clinton E. Brush III and Martha Stockton Brush, of Nashville, Tennessee. The scholarship is awarded to a student in good academic standing who has demonstrated financial need. Preference is given to a Fine Arts major or, alternatively, to an English major.

THE BURROUGHS MEMORIAL SCHOLARSHIPS were established through the wills of Mabel C. and Charles F. Burroughs of Norfolk, Virginia. A number of annual scholarships are available to students from the Tidewater area who are selected by the Norfolk Foundation upon the recommendation of the College. Students should apply directly to The Norfolk Foundation, 406 Royster Building, Norfolk, Virginia 23510.

THE ROBERT K. AND CYNTHIA L. CITRONE SCHOLARSHIP was established in 2008 by Robert '87 and Cynthia Citrone of Southport, CT, to provide financial assistance to deserving students. Preference is given to students from outside the state of Virginia.

THE CLASS OF 2004 SCHOLARSHIP was established in 2003 by the Class of 2004 in memory of Conrad Frazier '04 and in honor of Walter Simms. The scholarship is awarded to students in good academic standing who demonstrate financial need.

THE CLASS OF 2005 SCHOLARSHIP was established in honor of Adjunct Associate Professor of Mathematics Lee M. Cohen, distinguished member of the College community. The scholarship honors Professor Cohen's dedication and commitment to education and outstanding service both to the Class of 2005 and to Hampden-Sydney College. The scholarship is awarded to a student in good standing with the College who is in need of financial assistance as determined by the College's Director of Financial Aid.

THE CLASS OF 2006 SCHOLARSHIP was established in memory of Peter C. Bance, Jr., a distinguished member of the Class of 2006 and of the College community. An active member of the Kappa Sigma Fraternity, Peter double majored in history and religion. While a student, he also aided in the establishment of the Ducks Unlimited Club as a result of his love for the outdoors. First preference is given to a student from the Northern Neck or the Middle Peninsula of Virginia and then to a student from the state of Virginia who is found to be in need of financial assistance as determined by the College's Director of Financial Aid.

THE CLASS OF 2007 SCHOLARSHIP was established in honor of Lt. General Samuel V. Wilson, President Emeritus of Hampden-Sydney College. The scholarship honors General Wilson's dedication and commitment to Hampden-Sydney values and recognizes his many years of dutiful service. The scholarship is awarded to a student in good academic standing with the college who is in need of financial assistance as determined by the College's Director of Financial Aid.

THE CLASS OF 2008 SCHOLARSHIP was established in honor of Ms. Gerry Pettus "Ms. P," Office Manager, Campus Security and Telecommunications of Hampden-Sydney College. The scholarship honors Ms. P's dedication and passion for Hampden-Sydney College students and recognizes her many years of dutiful service. The scholarship is awarded to a student in good academic standing who is in need of financial assistance as determined by the College's Director of Financial Aid.

THE CLASS OF 2009 SCHOLARSHIP was established in memory of Allen Goolsby West, class of 2009. The scholarship is in memory of a Hampden-Sydney gentleman who was a loyal son of the College and member of the Kappa Sigma Fraternity. Allen's engaging personality, great love and respect of the wilderness, and his passion for fishing and hunting endeared him to many at Hampden-Sydney. The scholarship is awarded to a student in good academic standing who is in need of financial assistance as determined by the Office of Financial Aid.

THE CLASS OF 2010 SCHOLARSHIP was established in honor of Mrs. Dorothea J. Fahrner, Administrative Secretary for the Office of the Dean of Students of Hampden-Sydney College. The scholarship honors Mrs. "Dottie" Fahrner's dedication to and care for Hampden-Sydney College students and recognizes her many years of unwavering service. The scholarship is awarded to a student in good academic standing who is in need of financial assistance as determined by the College's Director of Financial Aid.

THE NELSON W. COE III MEMORIAL SCHOLARSHIP was established in 1969 by Mr. and Mrs. Charles E. Coe in memory of Mr. Coe's brother, Nelson W. Coe III '59. Preference is given to students from either Westminster Presbyterian Church in Alexandria, Virginia, or Heritage United Presbyterian Church in Fairfax County, Virginia.

THE H. SPENCER EDMUNDS MEMORIAL SCHOLARSHIP was established in 1950 by the Second Presbyterian Church, Roanoke, Virginia, as a ministerial scholarship in memory of its former pastor, the Reverend Mr. H. Spencer Edmunds.

THE ELLIS FAMILY SCHOLARSHIP was established in 1999 by Trustee and alumnus John C. Ellis, Jr. '70, in memory of his sister, Virginia Elizabeth Ellis, a former Norfolk Academy teacher. The scholarship is awarded annually to a graduate of Norfolk Academy who demonstrates financial need. Preference is given to a student who is actively involved in extracurricular activities and who possesses exceptional leadership qualities.

THE PAUL L. AND ELEANOR M. GRIER SCHOLARSHIP was established in 2009 by the Woodbury Foundation in memory of Mr. Grier, the College's first professional librarian, and his wife, also a librarian at the old Eggleston Library. Mr. Grier's self-effacing, Southern charm was matched by steely grit and a determined patience to build the foundation of a good college library; he inspired students and colleagues over nearly forty years (1940 to 1979) of dedicated service to Hampden-Sydney. Preferably need-based, the Grier Scholarship is awarded for two years to a rising junior in good academic standing who plans to pursue a career in public service.

THE L. FRANCIS GRIFFIN, SR., SCHOLARSHIP was established by resolution of the Hampden-Sydney College Board of Trustees in 2004. The \$2,500 scholarship is named in memory of the Reverend L. Francis Griffin, Sr., who served as pastor of the First Baptist Church of Farmville, Virginia, and who fought for equal educational opportunity for all. The scholarship is awarded to Hampden-Sydney College matriculates who are sons or grandsons of the students who suffered from the closing of the R.R. Moton High School from 1959 until 1964.

THE JAMES H. AND ROSA W. HATCHETT ANNUAL SCHOLARSHIP was established in 2009 by Maurice A. Jones '86 in loving memory of his grandparents, James H. Hatchett, Sr., and Rosa W. Hatchett. The scholarship is to be awarded to an outstanding student with demonstrated financial need from the cities of Danville, Martinsville, Colonial Heights, Emporia, Hopewell, and Petersburg and the counties of Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Dinwiddie, Franklin, Greensville, Halifax, Henry, Lunenburg, Mecklenburg, Nottoway, Patrick, Pittsylvania, Prince Edward, Prince George, Surry, and Sussex in

Southside Virginia. If there is no qualified student from this region, preference is then given to an outstanding student with demonstrated financial need from the cities of Norton, Bristol, Galax, and Radford and the counties of Bland, Buchanan, Carroll, Dickenson, Floyd, Giles, Grayson, Lee, Montgomery, Pulaski, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe in Southwest Virginia. If there is no qualified student from this region, preference is then given to an outstanding student with demonstrated financial need from the counties of Accomack and Northampton on the Eastern Shore of Virginia.

THE MCGUIRE-BOYD SCHOLARSHIP has been funded through annual gifts since 1965 by Mr. James Nalle Boyd '58 and Mr. John Peyton McGuire Boyd '64 of Richmond, Virginia, in memory of their parents, Mr. and Mrs. John W. Boyd. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE MEMORIAL ANNUAL SCHOLARSHIP honors the memory of deceased alumni, family, faculty, staff, and friends of the College. It is awarded to a Hampden-Sydney College student on the basis of demonstrated financial need.

THE MINORITY LEADERSHIP SCHOLARSHIP was formed in 2002 by a group of generous donors in the hope that it would help create a Hampden-Sydney College that more closely resembles the world beyond its gates. Awards are made based on institutionally determined financial need with preference given to individuals who are members of under-represented ethnic and minority groups and who have demonstrated leadership in their schools and communities. Recipients must maintain a good academic standing (minimum 2.0 GPA) and uphold personal standards befitting "good men and good citizens."

THE MODERN LANGUAGES STUDY-ABROAD SCHOLARSHIP was established in 2009 by members of the Modern Languages faculty, alumni, and friends to assist a student with a major or minor in modern languages to study during May Term in a country where the modern language is spoken. The scholarship is intended to provide an immersion experience and, therefore, requires a homestay with a local family during the study period. The student should have documented financial need and a strong academic record. First preference is given to a student of Spanish. Should no Spanish student be eligible, second preference is given to a student of another modern language. The recipient will be

selected by the tenured Modern Languages faculty in consultation with the Director of Global Education and Study Abroad.

THE CLAUDE MORTON, JR., SCHOLARSHIP was established in 2000 by the officers and board members of Konover Property Trust in memory of Claude Morton, Jr., the father of Hampden-Sydney alumnus C. Cammack Morton '73. Awards are made to students who demonstrate financial need and who are in good academic standing. Preference is given to North Carolina public-school graduates who demonstrate integrity, good character, and well-roundedness, qualities exhibited in the life of Claude Morton, Jr.

THE CHARLES C. MOTTLEY MINORITY SCHOLARSHIP was established in 2000 by Chuck Mottley '56 and his wife, Linda, of Scottsdale, Arizona. Hampden-Sydney College awards the scholarship to minority students in good academic standing and of good character who demonstrate leadership abilities and financial need.

THE FRANK L. AND BARBARA G. NANNEY SCHOLARSHIP was established in 2004 by Leigh Nanney Hersey and John Taylor Hersey II of Scottsdale, Arizona, in honor of her parents, Mr. and Mrs. Frank L. Nanney, Jr. Frank L. Nanney '56 attended Hampden-Sydney College and served in the United States Army before returning to South Hill, Virginia, to enjoy a distinguished career as a newspaper co-owner and the publisher of the South Hill *Enterprise*. He is a past president of the Virginia Press Association. The scholarship is awarded to a student in good academic standing who has demonstrated financial need. Preference is given to students from rural Virginia.

THE M.W. "DYKE" PEEBLES, JR., SCHOLARSHIP was established in 1998 by J. Fain Peebles '78, his wife Diana, and sons Alex, Mackie, and James in honor of Fain's father, Dyke. The scholarship is awarded to a student with financial need, with preference given to an entering freshman who demonstrates academic strength and who is a resident of the Central, South Central, or Southeastern regions of Virginia.

THE PRESBYTERIAN CHURCH SCHOLARSHIPS. In recognition of the historic and continuing ties between Hampden-Sydney and the Presbyterian Church, the Synod of the Virginias provides funds each year to be used for financial assistance to Presbyterians. The Church thereby

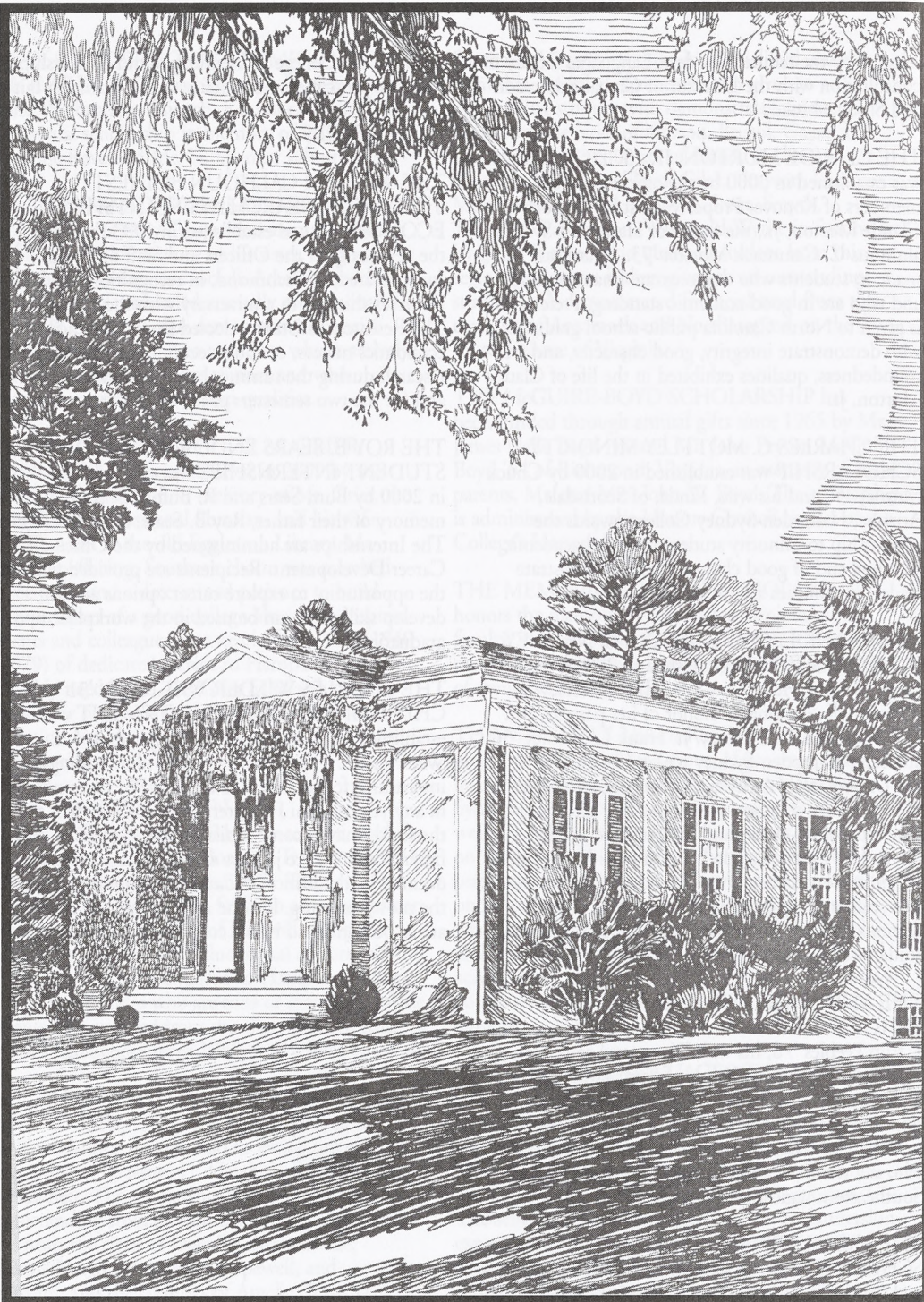
supports the College in blending sound scholarship with the principles and practice of the Christian faith.

INTERNSHIPS

THE WILLIAM CALHOUN BOINEST STUDENT RESEARCH ASSISTANTSHIP IN ECONOMICS was established in 1993 through the generosity of the Officers and Staff of Craigie, Incorporated, of Richmond, in recognition of Mr. Boinest's thirty-fifth anniversary with the company. The Research Assistant, selected from outstanding economics majors, conducts economics-related research during the summer before his senior year and for the two semesters of his final year.

THE ROY B. SEARS ENDOWMENT FOR STUDENT INTERNSHIPS was established in 2000 by Burn Sears and R. Buford Sears in memory of their father, Roy B. Sears, class of 1942. The Internships are administered by the Office of Career Development. Recipients are provided with the opportunity to explore career options and to develop skills that can be used in the workplace upon graduation.

THE CHARLES WILDER WATTS, JR. '31 CHI PHI INTERNSHIP ENDOWMENT was established in 2008 by a generous gift from Mr. Watts' estate. The endowment provides funding for internships for members of the Chi Phi Fraternity. If in any year no Chi Phi internships are awarded, then the funds may become available to members of other fraternities who are juniors at the College and are deemed by the Office of Career Development to be the most deserving. If none are selected, the earnings are to be reinvested in the corpus of the endowment.



COLLEGE CHURCH (1860)

Matters of Record

DEGREES AWARDED

May 9, 2010

DOCTOR OF LAWS

Robert A. McDonald

BACHELOR OF ARTS

CLASS OF 1960

Paul M. Penick

Lexington, Virginia

Lexington High School

Political Science

BACHELOR OF ARTS

Frank Civil Adams

Charlotte, North Carolina

Charlotte Country Day School

History

Newman Carraway Ainsley

Hilo, Hawai'i

Virginia Episcopal School

History

Honors in History

Cooper Matthew Harris

Anderson

Hampden-Sydney, Virginia

Prince Edward Co. High School

Foreign Affairs

John Prescott Anderson, Jr.

Chapel Hill, North Carolina

Chapel Hill High School

Economics

Minor in Public Service

Minor in Military Leadership &

National Security

Cum laude

Douglas Alan Appling

Houston, Texas

Houston Christian High School

Economics and Commerce

Cum laude

Benjamin Tyler Archambault

Silver Spring, Maryland

Dematha Catholic High School

Economics and Commerce

Robert Alan Bailey

Richmond, Virginia

Hermitage High School

Economics and Commerce

James Grant Barnes

Charlottesville, Virginia

Western Albemarle High School

Economics

Minor in History

Minor in Military Leadership &

National Security

Cum laude

Stuart Thomas Barnhart

Winston-Salem, North Carolina

R.J. Reynolds High School

Economics

Magna cum laude

Tyler Robert Barstow

Chesapeake, Virginia

Stonebridge High School

Greek

Summa cum laude

Joshua Cooper Bascom

Keswick, Virginia

Western Albemarle High School

History

Government

Charles Joseph Bauman IV

Norfolk, Virginia

Matthew F. Maury High School

Government

Minor in Public Service

Benjamin William Beasley

Glen Allen, Virginia

Deep Run High School

Economics and Commerce

Magna cum laude

Robert Rivers Beasley III

Virginia Beach, Virginia

Norfolk Academy

History

Jared Alan Biggins

Glen Allen, Virginia

J. R. Tucker High School

Economics

Robert Everett Bodendorf

Orange, Virginia

Orange County High School

English

Minor in Creative Writing

Summa cum laude

Michael O'Brien Bowlin, Jr.

Skipwith, Virginia

Bluestone High School

Government

Minor in History

Benjamin James Brawley

Leesburg, Virginia

Loudoun County High School

Economics and Commerce

Cum laude

Derek Roy Braxton
Virginia Beach, Virginia
Floyd E. Kellam High School
History
Minor in Classical Studies
Cum laude

Andrew Miller Breedlove
Suffolk, Virginia
Nansemond-Suffolk Academy
Psychology

Philip Holden Bryant
Richmond, Virginia
Douglas S. Freeman High School
Economics
Minor in History

Charles Douglas Bull
Townsend, Virginia
Broadwater Academy
Economics and Commerce

Howard William Ross Bullock
Miami Beach, Florida
St. Christopher's School
History
Minor in Rhetoric

Alexander McPherson Burner
Vienna, Virginia
James Madison High School
Economics
Minor in Creative Writing

Andrew John Busan
Reisterstown, Maryland
Loyola Blakefield
Economics and Commerce

Christian Albert Caiazzo
St. Louis, Missouri
James River High School
Economics and Commerce

Peter Andrew Caldwell
Richmond, Virginia
James River High School
Economics and Commerce

Damon André Cameron
Ridgewood, New Jersey
Ridgewood High School
Economics and Commerce

Thomas Clark Capps, Jr.
Lynchburg, Virginia
E. C. Glass High School
Economics

Dustin Lee Carpenter
Charlottesville, Virginia
Albemarle High School
Government

Brett R. Chonko
Farmville, Virginia
Prince Edward County
High School
English
Minor in International Studies
Summa cum laude

Warren Randolph Cieslak
Richmond, Virginia
Mills E. Godwin High School
Economics and Commerce

Kevin Michael Coats
Charlottesville, Virginia
Albemarle High School
Economics and Commerce

Dylan Hale Colligan
Alexandria, Virginia
T. C. Williams High School
Political Science
Minor in Public Service
Minor in History
Cum laude

Matthew Thomas Compton
Mooresville, North Carolina
Gloucester High School
History

Spencer Brooks Conover
Yadkinville, North Carolina
Forest Hills High School
Foreign Affairs
Minor in Rhetoric
Minor in Public Service

Michael Anthony Crincoli
Midlothian, Virginia
St. Christopher's School
Economics

Hakeem Jubal Croom
Harlem, New York
Fishburne Military School
Economics

Michael Lee Crowe
Midlothian, Virginia
Maggie L. Walker Governor's School
Psychology
Summa cum laude

Matthew Clayton Daniel
Chesterfield, Virginia
Trinity Episcopal School
Economics
Cum laude

Ryan Scott Daniel
Yanceyville, North Carolina
Bartlett Yancey High School
Economics and Commerce
Cum laude

Thomas Ambrose Darden
Richmond, Virginia
St. Christopher's School
Economics

Cody Stevens Deckert
Moseley, Virginia
Clover Hill High School
Government
Spanish
Magna cum laude

Ramsey Ragland Diamant
New Orleans, Louisiana
Benjamin Franklin High School
Economics and Commerce
Minor in History
Summa cum laude

Collin Danin Dickey
Rochester Hills, Michigan
Rochester Adams High School
Economics

Joshua Anthony DiDonato
Fairfax, Virginia
Robinson High School
Economics and Commerce

Horace Andrew Dillard
Richmond, Virginia
Benedictine High School
History

Alexander Payne Divers
Salem, Virginia
Salem High School
Foreign Affairs
Economics
Minor in Military Leadership &
National Security

Adam Jay Doolittle
Pulaski, Virginia
Pulaski County High School
Economics and Commerce

James Guthrie Dunn, Jr.
Richmond, Virginia
Collegiate School
Economics

Zachary Derek Elder
Cullen, Virginia
Randolph-Henry High School
Economics

Charles Ryan Eu
Reston, Virginia
Paul VI High School
Economics and Commerce
Cum laude

Sean Patrick Ewart
Manassas, Virginia
Osborn High School
English
Minor in Creative Writing

Cole Thomas Faulkner
Henderson, North Carolina
Southern Vance High School
History

John Dawson Fay
Portsmouth, Virginia
Churchland High School
Economics
Spanish

Adam Wesley Fentress
Virginia Beach, Virginia
Norfolk Academy
History
Minor in Rhetoric

Nicholas Eric Ferrara
Athens, Georgia
Athens Academy
Economics

Olander Ronald James Fleming
Moseley, Virginia
Powhatan High School
Spanish
Minor in Public Service
Minor in International Studies

Andrew Phillip Fusaro
Charlottesville, Virginia
The Covenant School
History

John Randolph Edwards Garriss
Norfolk, Virginia
Norfolk Collegiate School
History

James Lee Gill III
Richmond, Virginia
Benedictine High School
Economics

Edward Antonio Giorgi
Rochester, New York
Aquinas Institute Rochester
Political Science

Thomas Pollard Glenn II
Roanoke, Virginia
North Cross School
Economics

Thomas Owen Gormley
Lawrenceville, Georgia
Brookwood High School
Economics and Commerce

Lewis Winston Graves, Jr.
Fredericksburg, Virginia
James Monroe High School
History
Minor in Spanish

Richard Husted Griffin
Portsmouth, Virginia
Norfolk Collegiate School
History

Carl Joseph Hackney
Quincy, Florida
Robert F. Munroe Day School
English
Minor in Creative Writing

Grayson Carroll Hamlin
Roanoke, Virginia
North Cross School
Economics

Ryan Grant Haywood
Gloucester, Virginia
Gloucester High School
English
Minor in History
Minor in Military Leadership &
National Security

David Lee Heatwole
Dayton, Virginia
Turner Ashby High School
Psychology

Matthew Randall Hill
Poquoson, Virginia
Poquoson High School
Government

John Hastings Hobart III
Smyrna, Georgia
Westminster Schools
History
Minor in Spanish

James Theodore Hoffman
Richmond, Virginia
St. Christopher's School
Government
Summa cum laude

Kenneth Richard Holzapfel
Hagerstown, Maryland
St. Maria Goretti High School
Economics

Robert Hunter Hopcroft
Richmond, Virginia
Trinity Episcopal School
Economics and Commerce
Cum laude

Allen Faison Horton
Boiling Springs, South Carolina
Spartanburg Day School
Classical Studies

Edward Alexander Howe
Houston, Texas
Episcopal High School
Economics

Grandin Adam Howell
Suffolk, Virginia
Stonebridge High School
Fine Arts-Visual
Minor in Rhetoric

Matthew Cole Hudgins
Powhatan, Virginia
Powhatan High School
Political Science

Michael Martin Hunt
Belvidere, Tennessee
Webb School
Government

Carter Dabney Hutchinson
Staunton, Virginia
Robert E. Lee High School
History

Jobe Sanderson Jackson
San Antonio, Texas
Winston Churchill High School
Religion
Summa cum laude

William Augustus James
Raleigh, North Carolina
N. B. Broughton High School
Economics

Scott Taylor Jefferson
Lorton, Virginia
Hayfield Secondary School
Economics
Minor in Environmental Studies
Summa cum laude
Senior Fellow
Honors in Economics and
Government & Foreign Affairs

Kyle Goodwyn Jett
Suffolk, Virginia
Nansemond-Suffolk Academy
Economics
Magna cum laude

Ryan Dreher Johnson
Roanoke, Virginia
Roanoke Catholic School
Economics and Commerce

William Anthony Johnson
Williamsburg, Virginia
Bruton High School
Economics
Minor in International Studies

E Street Jones IV
Raleigh, North Carolina
N. B. Broughton High School
History

Hosea Lendell Jones
Louisa, Virginia
Prince Edward County High School
Government
Economics

Jonathan Gilson Kastenbaum
Richmond, Virginia
Collegiate School
Economics and Commerce
Minor in History
Cum laude

James Dowd Kennedy
Lookout Mountain, Tennessee
Phelps School
History
Minor in Military Leadership &
National Security

Brian Maxwell Kern
Midlothian, Virginia
Clover Hill High School
Economics
Minor in Rhetoric
Minor in International Studies
Alexander Miles King
Bethesda, Maryland
Walt Whitman High School
Foreign Affairs

Turner Randall King
Roanoke, Virginia
Roanoke Catholic School
Economics and Commerce

Matthew Scott Klepper
Onancock, Virginia
Broadwater Academy
History

Andrew Alan Kochan
Penn Valley, Pennsylvania
Haverford School
Mathematical Economics
Magna cum laude

Alexander George Kolt
Arlington, Virginia
Potomac School
History
Minor in Rhetoric
Cum laude

Derek Michael Lenning
Lexington Park, Maryland
The King's Christian Academy
Government
Minor in History
Cum laude

Bruce Elliott Lewis, Jr.
Goochland, Virginia
Goochland High School
Economics

Jason Craig Lewis
Charlotte, North Carolina
Charlotte Catholic High School
Economics and Commerce
Minor in Spanish
Magna cum laude

Michael Anthony Little, Jr.
Clarksville, Virginia
Kerr-Vance Academy
Fine Arts-Music
Minor in Rhetoric

Jamar Marquel Lovelace
Lynchburg, Virginia
Brookville High School
History

Sean Christopher Lynch
Chesapeake, Virginia
Hickory High School
History

Taylor Burton Mann
Forest, Virginia
Brookville High School
History

Kyle Alexander Martin
Chesapeake, Virginia
Stonebridge High School
Economics and Commerce
Minor in Public Service
Summa cum laude
Third Honor

Douglas Harrison McCorkle
Lutherville, Maryland
St. Paul's School
Government

Gordon Burke McCormick
Richmond, Virginia
Douglas S. Freeman High School
History
Minor in Rhetoric

Frankie Gregory McGuire
Casselberry, Florida
Lake Howell High School
Economics
Psychology

Christopher Bosler McMeekin
Philadelphia, Pennsylvania
Episcopal Academy
English

Patrick Michael Meden
Arlington, Virginia
St. Stephen's & St. Agnes School
Foreign Affairs

Burley MacFarlane Medlin III
West Point, Virginia
West Point High School
Psychology

Robert Brett Melvin
Alexandria, Virginia
Mount Vernon High School
Political Science

Troiani Scott Meyers
Irvington, Virginia
Christchurch School
Economics and Commerce

Joshua Paul Miller
Stephens City, Virginia
Sherando High School
Religion
History
Summa cum laude
Second Honor

John Marvin Montgomery, Jr.
Atlanta, Georgia
Lovett School
Economics

Tyler Justin Morgan
Chesterfield, Virginia
Manchester High School
Economics

William Pendleton Orrick Moss
Fredericksburg, Virginia
Fredericksburg Academy
History
Minor in Military Leadership &
National Security
Magna cum laude

Robert Bannon Murray
Graham, North Carolina
Greensboro Day School
Economics and Commerce
Minor in Spanish
Minor in Military Leadership &
National Security

Tyler Brice Napier
Keysville, Virginia
Randolph-Henry High School
Economics and Commerce
Magna cum laude

Garrett Hudson Nesmith
Atlanta, Georgia
Christ School
Fine Arts

Jacob Lemar Newton
Colonial Heights, Virginia
Thomas Dale High School
Religion
Magna cum laude

Grayson Teague Nexsen
Lynchburg, Virginia
Virginia Episcopal School
Economics and Commerce

Brett William Norrington
Glen Allen, Virginia
Hermitage High School
Economics

Willoughby Harrison
Obenchain
Clarksville, Virginia
E. C. Glass High School
Psychology
Magna cum laude

Joseph Neil Omick
Lawrenceville, Virginia
Brunswick Academy
History

Timothy Andrew O'Shea
Richmond, Virginia
Collegiate School
Economics and Commerce

William Alban Pace II
Richmond, Virginia
Christchurch School
Government
Economics
Minor in Public Service
Cum laude

Ray Mercer Paul III
Richmond, Virginia
St. Christopher's School
Fine Arts-Theatre

William Hunter Phillips
Richmond, Virginia
Collegiate School
Economics and Commerce
Cum laude

Robert Bryson Pike II
Nashville, North Carolina
Nash Central High School
History

Ian Graham Poole
Virginia Beach, Virginia
Norfolk Academy
Economics
Minor in Environmental Studies
Magna cum laude

Mark Henderson Powell
Washington, District of Columbia
Christchurch School
Economics
Minor in Environmental Studies

Maxie O'Neal Price III
Bogart, Georgia
Athens Academy
Economics and Commerce
Magna cum laude

Nicholas Patrick Price
Sterling, Virginia
Potomac Falls High School
Political Science

Thomas Benjamin Price II
Richmond, Virginia
Collegiate School
History
Minor in Military Leadership &
National Security

Randall Wesley Proctor III
Garner, North Carolina
Ravenscroft School
Economics
Minor in Spanish
Minor in International Studies

Thomas Matthew Ribaric
Lynchburg, Virginia
Brookville High School
Economics and Commerce
History
Minor in Military Leadership &
National Security
Cum laude

Jamin Paul Riley
New Haven, West Virginia
Lake Taylor High School
History
Magna cum laude

Pierce Holloway Robbins
Lexington, Virginia
Rockbridge County High School
Government
Minor in Public Service
Minor in International Studies

Zachary Evan Roberts
Wayne, West Virginia
Wayne High School
English
Fine Arts
Cum laude

- William Lee Robertson
Charlotte, North Carolina
Charlotte Catholic High School
Economics
- Richard John Ruddy III
Clifton, Virginia
Robinson High School
Political Science
- Corbin Blake Nelms Salmon
Smithfield, Virginia
Nansemond-Suffolk Academy
Economics
- Paul Frank Santo
Richmond, Virginia
Douglas S. Freeman High School
Economics
- Philip Michael Saunders
Glen Allen, Virginia
Hermitage High School
Economics and Commerce
- Jonathan Lanning Scheetz
Siler City, North Carolina
Jordan Matthews High School
Psychology
- Patrick Geoffrey Schmidt
King of Prussia, Pennsylvania
Upper Merion Area High School
Economics and Commerce
- Corey Edward Sedlar
Richmond, Virginia
Mills E. Godwin High School
Psychology
Minor in Rhetoric
- Andrew Sterling Sellers
Roanoke, Virginia
Cave Spring High School
Psychology
Minor in Rhetoric
- Joey Cass Severns
Ithaca, New York
Ithaca High School
History
- John Joseph Simmons III
Mine Run, Virginia
Orange County High School
History
Magna cum laude
- Alexander duPont Smith
Deerfield, Massachusetts
Saint James School
History
- Garrett Shelton Smith
Virginia Beach, Virginia
Virginia Beach Friends School
Government
- William Harrison Smith
Ruther Glen, Virginia
Patrick Henry High School
Economics
- William Nesbitt Smith III
Richmond, Virginia
St. Christopher's School
Classical Studies
French
Summa cum laude
- Edwin Keith Smock III
Manassas, Virginia
Osborn High School
Government
Cum laude
- Samuel Bradford Soots
Winston-Salem, North Carolina
Mount Tabor High School
Economics and Commerce
- Thomas Melvin Spencer IV
Wilson, North Carolina
Hunt High School
History
- Jonathan Malcolm Squire
Alexandria, Virginia
Gonzaga College High School
Economics
- Peter Weaver Squire III
Richmond, Virginia
Collegiate School
Economics and Commerce
Minor in Environmental Studies
- Randolph Scott Douglas
St. Clair
Virginia Beach, Virginia
Norfolk Academy
Economics and Commerce
Cum laude
- George Pendleton
Stephenson, Jr.
Seaford, Virginia
York High School
History
Minor in Rhetoric
- Evan Mark Stiegel
Charlotte, North Carolina
Charlotte Latin School
Economics
Minor in History
- Joseph Lee Stiles
Southbury, Connecticut
Pomperaug High School
Foreign Affairs
Minor in Military Leadership &
National Security
Cum laude
- Ryland Edward Sweeney
Midlothian, Virginia
Midlothian High School
Economics and Commerce
Minor in Rhetoric
- Christopher Stokes Swink
Norfolk, Virginia
Norfolk Christian High School
Economics and Commerce
- James Graham Tate
Staunton, Virginia
Robert E. Lee High School
Religion
Minor in Public Service
Minor in History
Cum laude
- Matthew Jonathan Taylor
Charlottesville, Virginia
Albemarle High School
Foreign Affairs
Cum laude
- Morrison Waite Thomas
Saint Simons Island, Georgia
Frederica Academy
History
Minor in Rhetoric
Cum laude
- Casper Hill Timberlake IV
Lexington, North Carolina
Westchester Academy
Economics and Commerce

Karlis Tropš
Riga, Latvia
Charlotte Latin School
Economics and Commerce
Magna cum laude

Stephen Ross Turner
Poquoson, Virginia
Poquoson High School
Economics and Commerce

Bryan Scott Vanetten
Catharpin, Virginia
Osborn High School
Government
History
Minor in German
Minor in Public Service
Honors in History

Gordon William Wadsworth
Roanoke, Virginia
Faith Christian School
Economics
Classical Studies
Honors in Economics

Craig Thomas Warnement
Charlotte, North Carolina
Charlotte Catholic High School
Psychology

Mario Lorenzo Washington
Greenwood, Virginia
Western Albemarle High School
Economics

David Craig Waterworth
Richmond, Virginia
Lloyd C. Bird High School
History

David Comfort Watkins III
Charlotte Court House, Virginia
Randolph-Henry High School
History

Evan Matthew Weinzierl
Charlotte, North Carolina
Providence Day School
English
Minor in Creative Writing

Timothy John Wepplo
Woodbridge, Virginia
C. D. Hylton Sr. High School
Government

Charles Collins Wesley II
Richmond, Virginia
Highland Springs High School
History
Minor in Religion

John Phillip West
Lanexa, Virginia
Lafayette High School
English

Matthew Brown Winfree
Powhatan, Virginia
Powhatan High School
History
Cum laude

Brandon Anthony Wood
Clayton, Georgia
Rabun County High School
Spanish
Philosophy
Summa cum laude
Honors in Philosophy

James Beatty Wood
Virginia Beach, Virginia
First Colonial High School
Government
Minor in Public Service
Magna cum laude

Eric Nathaniel Woody
Forest, Virginia
Holy Cross Regional School
Economics

Boaz Aziz Young-el
Hopewell, Virginia
Prince George High School
Philosophy
Minor in Spanish

BACHELOR OF SCIENCE

Bikash Acharya
Kathmandu, Nepal
Saint Xavier's School
Physics
Applied Mathematics
Mathematical Economics
Summa cum laude
Honors in Physics & Astronomy

Christopher Kent Arnatt
Spotsylvania, Virginia
Fredericksburg Academy
Chemistry
Summa cum laude
Honors in Chemistry

Nicholas Lee Bandy
Richmond, Virginia
St. Christopher's School
Chemistry
Spanish
Summa cum laude

James David Barlow
Lebanon, Pennsylvania
Southern Fulton High School
Biology
Summa cum laude

William Read Blackman
Lynchburg, Virginia
E. C. Glass High School
Biology

John Michael Campbell
Farmville, Virginia
Prince Edward County High School
Chemistry
Minor in Rhetoric
Summa cum laude
Honors in Chemistry

Bradford Harrison Cook
Culpeper, Virginia
Woodberry Forest School
Mathematical Economics
Computer Science

Francis Thomas Glasgow
Crittenden II
Homewood, Alabama
Homewood High School
Biology
Minor in Chemistry

Christopher Matthew Delk
Suffolk, Virginia
Nansemond-Suffolk Academy
Computer Science

Brandon Blair Fielding
Rockville, Maryland
Gonzaga College High School
Biology

Benjamin Christopher Galis
Athens, Georgia
Athens Academy
Mathematical Economics

Bryan William Greenfield
Chesterfield, Virginia
Midlothian High School
Biology
Spanish
Summa cum laude

Edward Meadows Haden
Charleston, West Virginia
Charleston Catholic High School
Biology
Cum laude

Clifford Chandler Hagy
Virginia Beach, Virginia
Kempsville High School
Biology
Minor in Chemistry

Michael Craig Hamman
Richmond, Virginia
Manchester High School
Physics
Computer Science
Summa cum laude

Jeffrey Curtis Harkins
Roanoke, Virginia
Patrick Henry High School
Biology

Robert Heyward Hembree II
Florence, South Carolina
Byrnes Schools
Physics
Applied Mathematics
Summa cum laude

Matthew David Huff
Gold Hill, North Carolina
Gray Stone Day School
Chemistry

Jack Marton Lytle
Lusby, Maryland
Patuxent High School
Mathematical Economics

Michael Anthony Matthews
Lexington Park, Maryland
Ocean Lakes High School
Biology

Brian Doyle Nichols
Castaic, California
Sabino High School
Mathematical Economics

Kristoffer Alan Norbo
Waterford, Virginia
Loudoun Valley High School
Biology
Minor in Chemistry

Joseph Steele Parris
Granite Falls, North Carolina
South Caldwell High School
Physics
Minor in Astronomy
Magna cum laude
Honors in Physics & Astronomy

Ryan Christopher Parrish
Salem, Virginia
Salem High School
Biology
Chemistry
Honors in Chemistry

Michael Warnfried McLeod
Patterson
Roanoke, Virginia
McCallie School
Biology

Sean Patrick Platt
Charleston, West Virginia
Charleston Catholic High School
Chemistry
Magna cum laude
Honors in Chemistry

Anthony Paul Regner
Fredericksburg, Virginia
Stafford Senior High School
Computer Science
Cum laude

Chetan Raj Rupakheti
Kathmandu, Nepal
Modern Indian School
Biology
Applied Mathematics
Minor in Chemistry
Summa cum laude

Matthew James Samsa
Salem, Virginia
Salem High School
Mathematical Economics

Richard Cary Saunders
Montpelier, Virginia
Patrick Henry High School
Biology

Andrew Lamar Shields
Hopkins, South Carolina
Heathwood Hall Episcopal School
Biology

Joshua Landon Simpson
Richmond, Virginia
Mills E. Godwin High School
Applied Mathematics
Economics & Commerce
Cum laude

Gevorg Stepanyan
Newport News, Virginia
Warwick High School
Biology
Minor in Chemistry

Tony Carson Stevens, Jr.
Alton, Virginia
Halifax County High School
Physics

James Andrew Surface
Midlothian, Virginia
Surface Homeschool
Chemistry
Summa cum laude
Honors in Chemistry

John Eayres Davis Yonge
Boca Raton, Florida
Pope John Paul II High School
Biology
Minor in Spanish
Minor in Chemistry
Magna cum laude

Gordon Michael Zrelak
Seymour, Connecticut
Seymour High School
Chemistry
Applied Mathematics
Summa cum laude

CANDIDATES FOR DEGREES AUGUST 25, 2010

(Degree requirements to be completed after May 2010)

Mark Christopher Bagby
Marshfield Hills, Massachusetts
Marshfield High School
English
Minor in Spanish

Tyler Andrew Gray
Roanoke, Virginia
Patrick Henry High School
History
Religion

Steve Britt Parnell, Jr.
Midlothian, Virginia
Trinity Episcopal School
History

Robert Oertel Chambers
Farmville, Virginia
Fuqua School
Fine Arts-Music

Jason Jermaine Greenhow
Toano, Virginia
Lafayette High School
Economics

Domonic Quashawn Powers
Williamsburg, Virginia
Bruton High School
Economics

Robert Hugh Chapman-Smith
Philadelphia, Pennsylvania
La Salle College High School
Philosophy
Minor in Rhetoric

Craig Andrew Gurchinoff
Forest, Virginia
Jefferson Forest High School
Mathematical Economics

Alexander Dickinson Rae
Warrenton, Virginia
Fauquier High School
English

Benjamin Chamberlayne Cronly
Richmond, Virginia
St. Christopher's School
Applied Mathematics
Minor in French

Thomas Alfred Hovis
Richmond, Virginia
St. Christopher's School
Economics and Commerce

Anthony Reid Rawls
Richmond, Virginia
James River High School
History

Gregory A. Dear, Jr.
Chesapeake, Virginia
Western Branch High School
Government
Minor in Rhetoric

Stephen Cameron Johansen
Midlothian, Virginia
Trinity Episcopal School
Economics

Alexander James Tzavellas
Norfolk, Virginia
Norfolk Collegiate School
Political Science

Daniel Coleman Doolittle
Pulaski, Virginia
Pulaski County High School
Physics

James Crater Lancaster, Jr.
Lake Forest, Illinois
Lake Forest High School
History

Daniel D. Venezuela
Suffolk, Virginia
Alliance Christian Schools
Political Science

Kyle Patrick Ellenberger
Virginia Beach, Virginia
Norfolk Academy
History

Daniel Joel Martin
Charlottesville, Virginia
Albemarle High School
Economics

AWARDS PRESENTED AT COMMENCEMENT

THE CABELL AWARD

Given annually to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell Award was created by the Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

2010 Recipient: J. Michael Utzinger

THE THOMAS EDWARD CRAWLEY AWARD

The diverse, deep, and rich legacy given by the late Professor Thomas Edward Crawley in his thirty-eight-year career as teacher, scholar, musician, and Dean is remembered at Hampden-Sydney with an award given annually in Professor Crawley's name to "that professor most distinguished for devoted service to the ideals of Hampden-Sydney and the education of her sons."

2010 Recipient: David E. Marion

THE GAMMON CUP

The Gammon Cup is given annually to the member of the graduating class who has best served the College and whose character, scholarship, and athletic ability are deemed to be outstanding. First awarded in 1925, the cup was given every year by Dr. Edgar Gammon, Class of 1905, Pastor of College Church 1917-1923, and President of the College 1939-1955. After Dr. Gammon's death in 1962, his family continued the tradition. More recently, gifts from his son, Blair C. Gammon, and from Dr. and Mrs. Claudius H. Pritchard, Jr. '50, have insured that the cup and a stipend will continue in perpetuity.

2010 Recipient: William Pendleton O. Moss

THE ANNA CARRINGTON HARRISON AWARD

The Anna Carrington Harrison Award, a medal and cash award, is given annually as a memorial to

his mother by Mr. Fred N. Harrison of Richmond. It is awarded to that student who shows the most constructive leadership in each school year.

2010 Recipient: Joseph E. Howard

THE ROBERT THRUSTON HUBARD IV AWARD

Given annually in memory of Robert Thruston Hubbard IV, a member of the Class of 1935 and a professor of political science from 1946 until 1982, to those members of the faculty or staff most distinguished for active devotion and service to the College and her ideals.

2010 Recipient: Tom Gregory

THE SENIOR CLASS AWARD

The Senior Class Award is given by the Senior Class to a member of the College's faculty, administration, or staff who in the eyes of the Class members has contributed during their four years most significantly to the College, its students, and the community.

2010 Recipient: Jason Ferguson

THE ALGERNON SYDNEY SULLIVAN MEDALLION

The Algernon Sydney Sullivan Medallion is given annually by the New York Southern Society in honor of its first president, Algernon Sydney Sullivan. This award is given to a member of the graduating class distinguished for excellence of character and generous service to his fellows. Other recipients are chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

2010 Recipients: Spencer B. Conover
Anne Marie Whittemore

FIRST HONOR GRADUATE AND VALEDICTORIAN

David H. Taylor

COMMISSIONING

Thomas Benjamin Price II

Second Lieutenant, United States Marines

OMICRON DELTA KAPPA

Members of the Class of 2010

John Prescott Anderson, Jr.
 Tyler Robert Barstow
 Robert Everett Bodendorf
 Benjamin James Brawley
 Benjamin Marshall Brown
 Brett R. Chonko
 Christopher James Collie
 Dylan Hale Colligan
 James Willis Davis
 Joseph Ernest Howard
 Rhorie Peter Richard Kerr
 Benjamin West Kinney
 Jason Craig Lewis
 Kyle Alexander Martin
 Joshua Paul Miller

Miguel A. Mogollon
 William Pendleton O. Moss
 Ian Graham Poole
 Thomas Matthew Ribaric
 Zachary Evan Roberts
 Christopher Michael Tait
 David Harrison Taylor
 Karlis Trop
 Harry Lee Warren III

PHI BETA KAPPA

Members of the Class of 2010

Robert Everett Bodendorf
 Brett R. Chonko
 Michael Lee Crowe
 James Campbell Darling
 James Willis Davis

Ramsey Ragland Diamant
 James Theodore Hoffman
 Jobe Sanderson Jackson
 Scott Taylor Jefferson
 Louis Daniel Mari
 Kyle Alexander Martin
 Daniel Patrick McCullough
 Joshua Paul Miller
 William Pendleton O. Moss
 Ian Graham Poole
 Jamin Paul Riley
 William Nesbitt Smith III
 Christopher Michael Tait
 Karlis Trop
 Harry Lee Warren III
 Brandon Anthony Wood

2009-2010 HONORS SCHOLARS

ALLAN SCHOLARS

Cameron Auker
 Burke Best
 Ryan Carter
 DesRaj Clark
 William Correll
 Zachary Fox
 Kevin Guteruth
 Nathaniel Green
 Jacob Haines
 Adam Lees
 Louis Mari
 Kyle Martin
 Daniel McCullough
 Daniel Reed
 Harry Warren
 Benjamin Willis
 Connor Winstead

VENABLE SCHOLARS

G. Forrest Allen
 Tyler Barstow
 John Bishop
 Paul Brammer
 George Butler
 Ryan Casaday
 Brett Chonko
 Christopher Collie
 Zeb Cope
 James Davis
 Timothy Fisher
 Steven Frazier
 John Gibson
 Jonathan Gregg
 Christopher Griggs
 Daniel Isaacs
 Grigory Makarenko

Joshua Miller
 T. Watkins Mountcastle
 Stephen Nelson
 Scott Ouzts
 Zachary Phillips
 Christian Pritchett
 Luke Schroeder
 Kevin Sidney
 Alan Tipert
 Robert Warren
 John Wrege

PATRICK HENRY
SCHOLARS

Kevin Anderson
 Douglas Appling
 Andrew Bailey
 Phillip Bailey

Steven Baronian
 Everton Batista
 Lewis Bell
 Andrew Berg
 Dylan Bishop
 Robert Bodendorf
 Frasher Bolton
 Matthew Boschen
 Franklin Bowers
 Benjamin Brawley
 George Breidenbach
 Matthew Buchanan
 Andrew Carlucci
 Scott Carpenter
 Sean Clark
 Kyle Clark
 Benjamin Clarke
 Frank B. Clay
 Dylan Colligan
 John Cook
 Daniel Cook
 Paul Cottrell
 Richard Covington
 Adam Crigger
 Michael Crowe
 Daniel Czajkowski
 Ryan Daniel
 James Darling
 Cody Deckert
 Nicolas DeProspero
 William Derenge
 Ramsey Diamant
 John Dille
 Michael Dowd
 Kyle Duffey
 Braxton Elliott
 Osric Forrest
 Kyle Fox
 Ian Giles
 Kyle Grantier
 Tad Grenga
 Ryan Grodzki
 Kyle Harshey
 William Hawthorne
 Gregory Hollingsworth

Graham Holman
 Willis Honeycutt
 Charles Horton
 Christopher Hruneni
 Alec Jentink
 Matthew Jones
 Janko Kajtez
 Rhorie Kerr
 Alexander Kolt
 Vincent Lascara
 Andrew Lawson
 Russell Leboff
 John Lucey
 Matthew MacFarland
 Adrian Martinca
 Thomas Massey
 Michael Mastrodonato
 Andrew Mauney
 Walter McCoy
 Patrick McCue
 Frankie McGuire
 Spencer Medick
 Kristofer Miller
 Andrew Nance
 Stewart Neifert
 Brandon Newcomb
 Colin O'Neill
 Nay Min Oo
 Taylor O'Sullivan
 Marcus Payne
 Barrett Polan
 Ian Poole
 John Potter
 Christopher Pryor
 William Reed
 William Rigenbach
 Shawn Robinson
 Frank Rose
 Conor Sanders
 R. Kent Saxton
 Ke Shang
 Mohit Shrestha
 John Simmons
 Henry Skiba
 Charles Smith

Justin Smith
 William Smith
 Joseph Stiles
 JJ Strosnider
 Christopher Tait
 Yonathan Tarakegne
 Matthew Taylor
 Shihao Tian
 Curtis Tomlin
 Arne Ulbrich
 Timothy VanBenthuyssen
 Marlowe Vilchez
 James Ward
 Wren Williams
 William Wiseman
 Brandon Wood

MADISON SCHOLARS

Joshua Aho
 Fielding Bance
 Benjamin Brown
 Mohsin Fazlani
 Jarrod Ficklin
 Jobe Jackson
 Scott Jefferson
 Kevin Morrison
 Nathan Parr
 AJ Prill
 Jamin Riley
 David Taylor

FRESHMEN 2009-10

Leif Aagaard	Amherst, VA	Frank Clay	Alexandria, VA
Patrick Adams	Charlotte, NC	Scott Clayton	Northfield, IL
Brian Allen	Roanoke, VA	Mark Clements	Moneta, VA
George Allen	Alexandria, VA	Patrick Clifton	Danville, VA
Earnest Allen	Farmville, VA	Daniel Cook	Burkeville, VA
Matthew Allen	Dillwyn, VA	John Corey	Richmond, VA
William Angermeier	Annandale, VA	Jerald Cornett	Moseley, VA
Aaron Arant	Mint Hill, NC	David Corrigan	Glen Allen, VA
Seth Ayres	Chesapeake, VA	Melvin Cox	Crozier, VA
Phillip Bailey	Roanoke, VA	Regis Craft	Burkeville, VA
David Barrett	Virginia Beach, VA	John Craver	East Bend, NC
Neal Bass	Richmond, VA	Adam Crigger	Richmond, VA
Matthew Batten	Chesapeake, VA	Brandon Crosby	Bamberg, SC
Matthew Bauersachs	Glen Allen, VA	James Cumalander	Cary, NC
Michael Baxter	Richmond, VA	John Curtis	Atlanta, GA
Lewis Bell	Decatur, GA	Scott Cutler	Williamsburg, VA
Charles Benhase	Washington, DC	Daniel Czajkowski	Frederick, MD
William Best	Virginia Beach, VA	John Davis	Winston-Salem, NC
Samuel Bibee	Roanoke, VA	Karlton Davis	Ashland, VA
Brendan Bilodeau	Rockville, MD	McGowan Day	Midlothian, VA
Dylan Bishop	Midlothian, VA	Christopher Deen	Forest, VA
John Bishop	Guntersville, AL	Matthew Delmestri	High Point, NC
Austin Black	Plano, TX	Justin Denton	Mechanicsville, VA
Curran Blackwell	Wilson, NC	Nicolas DeProspero	Midlothian, VA
Robert Blake	Manakin-Sabot, VA	William Derenge	Lexington, KY
Samuel Bock	Newton, MA	Patrick Devlin	Farmville, VA
Charles Booker	Fernandina Beach, FL	John Dille	Tappahannock, VA
Matthew Boschen	Ashland, VA	Sean Donovan	New Canaan, CT
Palmer Bowen	Amelia Court House, VA	Matthew Drennen	Troy, VA
Franklin Bowers	New Bern, NC	Alexander Dyer	Bethlehem, PA
Fitz-Henry Boze	Richmond, VA	Matthew Eager	Oregon House, CA
Hayden Brosnan	Nantucket, MA	William Eason	Burlington, NC
William Brown	Scottsville, VA	Michael Eaton	Westlake, TX
James Brown	Scottsville, VA	Johnathan Elias	Glen Allen, VA
Thomas Brown	Richmond, VA	Braxton Elliott	Appomattox, VA
Beau Bryan	Union, WV	Thomas Ewing	Leesburg, VA
Matthew Buchanan	Rutherfordton, NC	Derek Fimian	Norfolk, VA
Matthew Burnette	Roanoke, VA	Steven Flinchum	Ashland, VA
Stuart Butler	Winchester, VA	William Flory	Remington, VA
Wayland Caldwell	Winston-Salem, NC	Steven Fogleman	Mechanicsville, VA
John Cantlay	Lawrenceville, NJ	Zachary Fox	Buena Vista, VA
Clayton Carimi	Bedford, VA	Victor Fox	Oak Ridge, NC
Ryan Carter	Chester, VA	Kenneth Fryman	Mechanicsville, VA
Alexander Cartwright	Howard, GA	Ridge Fuller	Berryville, VA
Tyler Carver	Norfolk, VA	Sean Gatz	Newport News, VA
Ryan Casaday	McMurray, PA	Edward Genet	Morehead, NC
Cody Castelvechi	Midlothian, VA	Michael George	Raleigh, NC
Michael Casterlow	Greensboro, NC	Jacob Gibbons	Raleigh, NC
Michael Cecil	Roanoke, VA	Jacob Glosson	Lexington, NC
Hollis Chambers	Atlanta, GA	David Goad	Chesterfield, VA
John Chambers	Centennial, CO	Ievgen Goncharov	Matthews, NC
Trevin Charity	Richmond, VA	George Gordon	Chevy Chase, MD
Robert Chaskes	Deerfield Beach, FL	Justin Gordon	Vinton, VA
Velinzer Chavis	Sneads Ferry, NC	Theodore Gorrell	Richmond, VA
Sean Clark	Madison Heights, VA	Andre Graham	Midlothian, VA
Kyle Clark	Moseley, VA	William Graves	Somerset, VA
		Marc Greaves	Midlothian, VA

Jonathan Gregg.....	Moatsville, WV	Frank Lumpkin.....	Richmond, VA
Tyler Grogan.....	Mechanicville, VA	Charles MacSherry.....	Reisterstown, MD
Walker Grogg.....	Williamsburg, VA	Zachary Madison.....	Arlington, VA
Kyrollos Guirguis.....	Vienna, VA	Grigory Makarenko.....	Charles Town, WV
Kevin Gutermuth.....	Chesapeake, VA	Brendon Mann.....	Lewisville, NC
Jarvis Guyer.....	Jacksonville, NC	Michael Marcela.....	Huntersville, NC
Ryan Haase.....	Culver, IN	Nathan Marshall.....	Unionville, VA
Michael Hager.....	Scottsville, VA	Cameron Marshall.....	Newport News, VA
Travis Hamblen.....	Richmond, VA	Benjamin Marston.....	Crewe, VA
Kevin Hammond.....	Yorktown, VA	Ryan Martin.....	Midlothian, VA
David Harr.....	Martinsville, VA	Michael Mastrodonato.....	Monument, CO
John Harrison.....	Salisbury, MD	Ivan Mattox.....	Maidens, VA
Thomas Hart.....	Richmond, VA	Willie McAbee.....	Pendleton, SC
Jesse Hawthorne.....	Richmond, VA	Connor McCarthy.....	Midlothian, VA
Brandon Haynes.....	Raleigh, NC	Walter McCoy.....	Goodview, VA
Landon Hinote.....	Nashville, TN	Patrick McCue.....	Gibsonia, PA
Sean Holden-Kapshuck.....	Hampton, VA	James McCulloch.....	Melfa, VA
David Holman.....	Danville, VA	John McKenzie.....	Rogers, AR
William Honeycutt.....	Wilson, NC	Ian McKenzie.....	Rome, GA
James Hornung.....	Bala Cynwyd, PA	Spencer Medick.....	Berryville, VA
Peter Howard.....	Henrico, VA	William Michaux.....	Midlothian, VA
Kevin Hubbard.....	Chesapeake, VA	Kristofer Miller.....	Delaplane, VA
Drake Hudgins.....	Alexandria, VA	Rory Mills.....	Virginia Beach, VA
Parker Hughett.....	Winston-Salem, NC	Graham Moore.....	Charlotte, NC
Andrew Hutchcroft.....	Richmond, VA	Wesley Morck.....	Bedford, VA
Brent Hyler.....	Axton, VA	Matthew Morrison.....	Woodbridge, VA
Roberto Ibarra.....	Lynchburg, VA	Dimitri Mosley-Walton.....	Cumberland, VA
Raymond Jackson.....	Monkton, MD	Mikhail Mosley-Walton.....	Cumberland, VA
Alec Jentink.....	Suffolk, VA	Bradley Mostowy.....	Alpharetta, GA
Tyler Johnson.....	Keswick, VA	Thomas Motes.....	Ripley, WV
Steven Johnson.....	Jacksonville, NC	Thomas Mountcastle.....	Richmond, VA
Dylan Jones.....	Buffalo Junction, VA	Lucas Munson.....	Farmville, VA
Matthew Josselyn.....	Glen Allen, VA	Matthew Myers.....	Atlanta, GA
Trenton Joyner.....	Christchurch, VA	Vincent Napolitano.....	Virginia Beach, VA
Christopher Kampfmüller.....	Virginia Beach, VA	Richard Near.....	Dallas, TX
Bennett Keasler.....	Raleigh, NC	Stephen Nelson.....	Palmyra, VA
Steven Keeler.....	Midlothian, VA	Daniel Nicoll.....	Centreville, VA
Samuel Keller.....	Richmond, VA	Marshall Nixon.....	Suffolk, VA
William Kelly.....	Newport News, VA	Jacob Oliver.....	Richmond, VA
Caleb Kidd.....	Lynchburg, VA	Gerard O'Meara.....	Atlanta, GA
Stephen Kimsey.....	High Point, NC	Taylor O'Sullivan.....	Alexandria, VA
Evan King.....	Lewisburg, WV	Richard Pantele.....	Richmond, VA
Gregory Knabel.....	Lynchburg, VA	Alastair Parker.....	Atlanta, GA
Tanner Knox.....	Newnan, GA	Shiva Patel.....	Poquoson, VA
Michael Kochis.....	Chesterfield, VA	Marcus Payne.....	Charlottesville, VA
Christopher Laing.....	Fairfax Station, VA	William Perkins.....	Richmond, VA
Zachary Lamb.....	Suffolk, VA	Donald Perry.....	Atlanta, GA
Tyler Lange.....	Virginia Beach, VA	Theodore Perweiler.....	Woodstock, CT
Zachary Lapinski.....	Richmond, VA	Alexey Potapov.....	Himki, Russia
Michael Larkins.....	Fairfax, VA	Alex Price.....	Fairfax, VA
Tyler Lass.....	Franklin, VA	Brennan Pritchard.....	Seaford, VA
Russell Leboff.....	Amelia Court House, VA	Robert Pulliam.....	Lewisville, NC
Ryan Levenson.....	Williamsburg, VA	Benjamin Quinn.....	Roanoke, VA
Walker Lewis.....	Onancock, VA	Luke Rabiej.....	Fairfax Station, VA
Jonathan Lewis.....	Virginia Beach, VA	George Ratliff.....	Birmingham, AL
Bradley Lockhart.....	Silver Spring, MD	Chelsie Reamer.....	Keysville, VA
Christopher Lower.....	Free Union, VA	Adrian Redding.....	Richmond, VA

VA	William Riggins.....	Virginia Beach, VA	Tyler White.....	Mechanicsville, VA
MD	Charles Robbins.....	Greensboro, NC	LaRushell White.....	Richmond, VA
VA	Benjamin Roberts.....	Columbia, SC	Christopher Whiteside.....	Virginia Beach, VA
WV	Brandon Robertson.....	Rocky Mount, NC	August Widmer.....	Charlottesville, VA
NC	James Rose.....	Richmond, VA	Hart Wiggins.....	Elm City, NC
NC	Connor Rund.....	Earlsville, VA	Schuyler Wilkerson.....	Crozet, VA
VA	Paul Salmon.....	Alexandria, VA	Joseph Wilkinson.....	Clarksville, VA
VA	John Savarese.....	Atlanta, GA	Carnes Willhite.....	Richmond, VA
VA	Robert Saxton.....	Cedar Bluff, VA	Michael Williamson.....	Kennesaw, GA
VA	Michael Scarff.....	Kensington, MD	Benjamin Willis.....	Suffolk, VA
CO	Erik Schafer.....	Bellflower, CA	Forrest Wilson.....	Alexandria, VA
VA	Christopher Schram.....	New Canaan, CT	Kenneth Wilson.....	Stafford, VA
SC	Luke Schroeder.....	Lexington, VA	Walter Winfree.....	Powhatan, VA
VA	Joseph Schultz.....	Midlothian, VA	Paris Wood.....	Palmetto, GA
VA	Walker Schutze.....	Midlothian, VA	William Woodall.....	Raleigh, NC
PA	Ke Shang.....	Beijing, China	Joshua Wooldridge.....	Richmond, VA
VA	Joshua Shelton.....	Richmond, VA	Dawid Wozniak.....	Milwaukee, WI
AR	Cameron Sheppard.....	Denver, CO	Chatham- Wurdeman.....	Elkin, NC
GA	Stephen Sherwood.....	Yorktown, VA	James Wyche.....	Petersburg, VA
VA	Earl Sims.....	South Hill, VA	Christopher Yenney.....	Rocky Mount, NC
VA	Phillip Smith.....	Lexington, VA		
VA	William Smith.....	Naperville, IL		
VA	Claiborne Smith.....	New York, NY		
NC	Stephen Smith.....	Norfolk, VA		
VA	Samuel Smith.....	Southern Shores, NC		
VA	Michael Smith.....	Jeffersonton, VA		
VA	Jack Smith.....	Smyrna, GA		
VA	Michael Smith.....	Alexandria, VA		
GA	Matthew Smith.....	Daleville, VA		
WV	Brian Sone.....	Dallas, TX		
VA	John Sphar.....	Roanoke, VA		
VA	Beckham Stanley.....	Bedford, VA		
GA	Richard Floyd Steele.....	Colonial Heights, VA		
VA	Matthew Stephens.....	Williamsburg, VA		
TX	Matthew Stevens.....	Raleigh, NC		
VA	Burton Stewart.....	Raleigh, NC		
VA	Mark Stringfellow.....	Vienna, VA		
VA	Jay Strosnider.....	Chapel Hill, NC		
VA	Yonathan Tarekegne.....	Alexandria, VA		
GA	Steven Thacker.....	Fairlawn, VA		
VA	Kenneth Thigpen.....	Clarksville, VA		
VA	Philip Tholand.....	Culpeper, VA		
GA	Earl Thornton.....	Cumberland, VA		
VA	David Toone.....	Amherst, VA		
VA	Michael Towne.....	Richmond, VA		
VA	Michael Turner.....	Montclair, VA		
GA	Aaron Van Allen.....	Danville, VA		
CT	Thomas Van Clief.....	Charlottesville, VA		
ssia	Michael van Reekum.....	Manakin Sabot, VA		
VA	James Venable.....	Newport News, VA		
VA	Henry Walker.....	Vero Beach, FL		
NC	Wyatt Walton.....	Bedford, VA		
VA	Randall Ward.....	Richmond, VA		
VA	John Weiler.....	Alexandria, VA		
AL	John Wheatley.....	Charlotte, NC		
VA	Brinson White.....	Earlsville, VA		
VA	Jordan White.....	Greensboro, NC		

SOPHOMORES 2009-10

Cameron Adams	Fredericksburg, VA	Garrison Coward	Richmond, VA
Aaron Ambrose	Richmond, VA	William Craighill	Lynchburg, VA
Kevin Anderson	Midlothian, VA	Patrick Crandol	Hampton, VA
Walter Anderson	Chatham, VA	William Crocker	Charlottesville, VA
Patrick Andrews	Charlotte Court House, VA	William Cronly	Richmond, VA
Cabot Armentrout	Bent Mountain, VA	Nathaniel Cundy	Midlothian, VA
Dexter Arrington	Lawrenceville, VA	Kenneth Curling	Winston Salem, NC
James Artis	Washington, DC	Alexander Davidovich	Colleyville, TX
Seth Austin	Hampton, VA	Raleigh Davis	Winston-Salem, NC
John Avellana	Richmond, VA	Ryan Davis	Roanoke, VA
Zachary Baker	Roswell, GA	Daniel Deck	Richmond, VA
William Ballance	Norfolk, VA	Rayne Delong	Amelia, VA
Everton Batista	Alexandria, VA	John Devine	Waterford, VA
Michael Beach	Charlotte, NC	Stephen Dewey	Alexandria, VA
David Beman	Alpharetta, GA	Makel Dickerson	Gretna, VA
August Berling	Richmond, VA	William Dittmar	Charlottesville, VA
Kevin Besserer	Potomac Falls, VA	Grant Douglas	Richmond, VA
Grady Bing	Richmond, VA	Stuart Draper	Roanoke, VA
Austin Blackwell	Emporia, VA	William Draughon	Kenansville, NC
Michael Blanchard	Virginia Beach, VA	Robert Durham	Rochester, MN
Fraser Bolton	Lynchburg, VA	Timothy Ellis	Raleigh, NC
Damian Booker	Lynchburg, VA	Steven Ellmann	Roanoke, VA
William Boone	Durham, NC	Clifton Fairly	Richmond, VA
Thomas Booth	Richmond, VA	Gregory Farrar	Oakton, VA
Nicholas Bowling	Port Orange, FL	Paul Ferramosca	Richmond, VA
John Bowman	Durham, NC	Martin Ferrara	Augusta, GA
Stewart Bragg	Atlanta, GA	Aaron Fisher	Millville, WV
Joshua Brandwein	Virginia Beach, VA	William Fleck	Richmond, VA
Thomas Browne	Chantilly, VA	Chase Floyd	Madison Heights, VA
Allan Brownell	Herndon, VA	Osric Forrest	Portmore, Jamaica
William Burlee	Richmond, VA	Nicholas Foster	Charlottesville, VA
William Burton	Roanoke, VA	Kyle Foust	Midlothian, VA
George Butler	Bumpass, VA	Kyle Fox	Manassas, VA
David Cairns	Williamsburg, VA	William Francis	Williamsburg, VA
Thomas Calderwood	Manassas, VA	Daniel Franck	Martinsville, VA
Kevin Calhoun	Richmond, VA	Steven Frazier	Norfolk, VA
Joseph Cantafio	Mechanicsville, VA	Benjamin Fritter	Mechanicsville, VA
Nicholas Caporale	Richmond, VA	Ronnie Fultz	Fieldale, VA
Andrew Carlucci	Chesapeake, VA	Carlos Galicia	Alexandria, VA
William Carter	Richmond, VA	Jonathon Gammon	Danville, VA
Rogers Cathey	Virginia Beach, VA	Baron Garner	Lawrenceville, VA
Sean Cavanagh	Midlothian, VA	Frank Garrett	Glen Allen, VA
Scott Cheney	Thomasville, GA	Matthew Gates	Pamplin, VA
Joshua Chung	Leesburg, VA	Casey Gay	Disputanta, VA
Matthew Chung	Suffolk, VA	John Gibson	Virginia Beach, VA
Shane Clarke	Midlothian, VA	Kyle Gilbert	Portsmouth, VA
Benjamin Clarke	Virginia Beach, VA	Ian Giles	Roanoke, VA
Charles Clements	Richmond, VA	Allen Goode	Mechanicsville, VA
Joseph Cochran	Hurt, VA	James Goodson	Ridgewood, NJ
Nathan Cohee	Richmond, VA	William Graf	Wayne, PA
Seth Compton	Moorestville, NC	John Graves	Somerser, VA
Anthony Conigliaro	Glen Allen, VA	James Green	Lynchburg, VA
Michael Cook	Burkeville, VA	Tad Grenga	Suffolk, VA
Zeb Cope	Advance, NC	Joseph Grew	Raleigh, NC
William Correll	Memphis, TN	Dustin Grey	Cumberland, VA
Paul Cottrell	Richmond, VA	Christopher Griggs	South Hill, VA
		Carter Griggs	Williamsburg, VA

Jon C
Matt
Joshu
Chari
Wyn
Andr
Mas
Jared
Kyle
Willi
Lain
Chan
Zach
Greg
Fred
Tyler
Matt
Andr
Jorda
Adam
Greg
Jeffre
Char
Chris
Willi
Zach
Brya
Mitt
Gene
John
Benn
Joshu
Jacks
Byro
Willi
Nich
Andr
Andr
Willi
Mica
Willi
Rich
Andr
Char
Kevi
Peyte
Trav
Colin
Edw
Seun
Nich
Brya
John
Wari
Jame
Jame
Reill

d, VA	Jon Gwaltney.....	Richmond, VA	Alexander Lohr.....	Richmond, VA
g, VA	Matthew Hamblin.....	Chesterfield, VA	Harrison Long.....	Richmond, VA
n, VA	Joshua Hamilton.....	Sterling, VA	Emmett Luck.....	Richmond, VA
e, VA	Charles Hammond.....	Virginia Beach, VA	Christopher Lucy.....	Bracey, VA
d, VA	Wyndam Hannum.....	Richmond, VA	Patrick Lynch.....	Williamsburg, VA
n, VA	Andrew Hargroder.....	Baton Rouge, LA	Matthew Maloney.....	Alpharetta, GA
, NC	Mason Harpe.....	Columbia, SC	Nicholas Marano.....	The Plains, VA
e, TX	Jared Harris.....	Chestertown, MD	Brock Martin.....	Fredericksburg, VA
, NC	Kyle Harshey.....	Leeds, AL	Christopher Martin.....	Midlothian, VA
e, VA	William Hazlegrove.....	Richmond, VA	Thomas Massey.....	Richmond, VA
d, VA	Lain Healey.....	Summerville, SC	Carter Mavromatis.....	Virginia Beach, VA
a, VA	Charles Hecht.....	Gloucester, VA	Shawn Maxwell.....	Glen Allen, VA
d, VA	Zachary Hellmuth.....	Alexandria, VA	Grover Maxwell.....	Atlanta, GA
a, VA	Gregory Henshaw.....	Farmville, VA	George Mayo.....	Goldsboro, NC
a, VA	Frederick Herrmann.....	Glen Allen, VA	Ryan McClain.....	Glen Allen, VA
e, VA	Tyler Heslop.....	Spotsylvania, VA	Kyle McClenaghan.....	Midlothian, VA
d, VA	Matthew Higgins.....	Windsor, NY	William McCormick.....	Richmond, VA
e, VA	Andrew Hines.....	Mechanicsville, VA	Andrew McCullagh.....	Raleigh, NC
, NC	Jordan Hock.....	Hampton, VA	James McKinney.....	Wilson, NC
, MN	Adam Hodges.....	Rocky Mount, NC	Abram McWane.....	Lynchburg, VA
, NC	Gregory Hollingsworth.....	Yorktown, VA	Morgan Meadows.....	Farmville, VA
e, VA	Jeffrey Horton.....	Creedmoor, NC	Joseph Melani.....	Newport News, VA
d, VA	Charles Horton.....	Norfolk, VA	Joseph Milam.....	Danville, VA
n, VA	Christopher Hruneni.....	Midlothian, VA	Kenneth Miller.....	Strasburg, VA
d, VA	William Hubbard.....	Warrenton, VA	James Mitchell.....	Fredericksburg, VA
, GA	Zachary Hudson.....	Arlington, VA	Michael Morton.....	Cornelius, NC
, WV	Bryan Hughes.....	Moseley, VA	James Morton.....	Dripping Springs, TX
d, VA	Mitchell Huzek.....	Mechanicsville, VA	Robert Moss.....	Fredericksburg, VA
s, VA	General Jenkins.....	Rice, VA	Christopher Mossler.....	Farmville, VA
, maica	John Jennings.....	Hackettstown, NJ	Jonathan Mudd.....	Raleigh, NC
e, VA	Bennett Jessee.....	Midlothian, VA	Cody Murphy.....	Ashland, VA
n, VA	Joshua Johnson.....	Midlothian, VA	John Murray.....	West Point, VA
s, VA	Jackson Johnston.....	Martinsville, VA	Andrew Nance.....	Clinton, NC
g, VA	Byron Jones.....	Buena Vista, VA	Wiley Naron.....	Smithfield, NC
e, VA	William Jones.....	Ahoskie, NC	Stewart Neifert.....	Palmyra, VA
k, VA	Nicholas Joyce.....	Powhatan, VA	Scott Nelson.....	Hamilton, VA
e, VA	Andrew Joyner.....	Richmond, VA	Colin Nickerson.....	Newport News, VA
e, VA	Andrew Kastenbaum.....	Richmond, VA	Nathan Norbo.....	Waterford, VA
a, VA	William Kazas.....	Richmond, VA	Timothy O'Connor.....	Alexandria, VA
e, VA	Micah Keller.....	Richmond, VA	Adam O'Donnell.....	Nashville, TN
e, VA	William Kitchin.....	Virginia Beach, VA	Arthur Oliphant.....	Annapolis, MD
n, VA	Richard Knizekewich.....	Norfolk, VA	Jerry Olson.....	Franklin, VA
n, VA	Andrew Kotarides.....	Norfolk, VA	Nay Min Oo.....	Mandalay, Myanmar
a, VA	Charles Lacy.....	Wytheville, VA	Thomas Orange.....	Glen Allen, VA
n, VA	Kevin Laffond.....	Earlsville, VA	Zachary Ortwine.....	Mechanicsville, VA
a, VA	Peyton Lambert.....	Midlothian, VA	Collin Owens.....	Summerfield, NC
e, VA	Travis Lane.....	Richmond, VA	Gregorio Pacheco.....	Montclair, NJ
e, VA	Colin Lawson.....	Orange, VA	Derek Parada.....	Alexandria, VA
d, NJ	Edward Lee.....	Fairfax, VA	Jonathan Park.....	Mechanicsville, VA
e, PA	Seung-Hoon Lee.....	Seoul, Republic of Korea	Charles Parrish.....	Newport News, VA
t, VA	Nicholas Leggieri.....	Alexandria, VA	George Parrish.....	Richmond, VA
g, VA	Bryant Lemieux.....	Winchester, VA	John Parrish.....	Richmond, VA
k, VA	John Leming.....	Petersburg, VA	William Parrish.....	Richmond, VA
, NC	Warren Lepczyk.....	Sparks, MD	Spotswood Payne.....	Lovington, VA
d, VA	James Linkenhoker.....	Suffolk, VA	Lucas Phillips.....	Midlothian, VA
, VA	James Loflin.....	Okatie, SC	Joshua Phipps.....	Hamilton, VA
g, VA	Reilly Loflin.....	Virginia Beach, VA	Robert Pickus.....	Moseley, VA

Joseph Pierce	Pfafftown, NC	Andrew Thacker	Glen Allen, VA
Barrett Polan	Greenwich, CT	Alexander Tharp	Richmond, VA
Mark Poydence	Cranberry Township, PA	William Thomas	Raleigh, NC
George Prendergast	Charlotte, NC	Edward Thomas	Birmingham, AL
Christian Pritchett	Fincastle, VA	Matthew Thompson	Richmond, VA
Andrew Pritzlaff	Castle Rock, CO	Shihao Tian	Lucheng, China
David Prizzia	Jacksonville, FL	Oliver Timmer	Chester, VA
Justin Proffitt	Earlysville, VA	Collin Tinsley	Lynchburg, VA
Robert Pully	Raleigh, NC	Alan Tipert	Newnan, GA
Peter Quinn	Richmond, VA	Lakin Trebour	Midlothian, VA
Jason Reardon	Arlington, VA	Joseph Tritico	Statesville, NC
William Reed	Norfolk, VA	Christopher Turpin	Virginia Beach, VA
Daniel Reed	Washington, DC	Gregory Tyner	Richmond, VA
Christopher Rhodes	Gloucester Point, VA	Matthew Vail	Roanoke, VA
Sean Richardson	Forest Hill, MD	Tyler Van Selow	Smithfield, VA
John Riva	Beverly Hills, CA	Kyle Vance	Onley, VA
Joshua Rivera	Midlothian, VA	Sidney Vermilya	Lynchburg, VA
Austin Roberson	Martinsville, VA	Marlowe Vilchez	Silver Spring, MD
John Roberts	Leesburg, VA	Sanford Wall	Richmond, VA
Gregory Robertson	Richmond, VA	Taylor Warren	Richmond, VA
John Robertson	Roanoke, VA	Thomas Weisel	Saluda, VA
Dion Robinson	Farmville, VA	Navadda Weldon	Mannington, WV
George Robinson	Chesapeake, VA	Bryan Wharton	Glen Allen, VA
Benjamin Rogers	Mechanicsville, VA	Richard Whitt	Danville, VA
Kirk Rohle	Mechanicsville, VA	Bradford Williams	Richmond, VA
Raynier Romero	Columbia, SC	Herbie Williams	Danville, VA
Frank Rose	Gloucester, VA	Tyler Wilson	Roanoke, VA
Matthew Ryan	Miami Beach, FL	Joseph Wilson	Portsmouth, VA
Ibn Akbar Salaam	Midlothian, VA	Jordan Wind	Tappahannock, VA
Ian Sammler	Petersburg, VA	Vincent Winstead	Nags Head, NC
Adam Sammons	Vinton, VA	Dabbs Woodfin	Austin, TX
Zane Sampson	Gainesville, VA	Edward York	Goldsboro, NC
Thomas Schlegel	Norfolk, VA	Patrick Young	Fredericksburg, VA
Charles Schwieger	Purcellville, VA	Christian Yow	Springfield, VA
Max Seay	Sacramento, CA		
Landon Shaff	Roanoke, VA		
Curran Shaffrey	Charlottesville, VA		
Matthew Shankle	Leesburg, VA		
Johnathan Sharp	Fredericksburg, VA		
Bradford Shave	Virginia Beach, VA		
Timothy Shen	Richmond, VA		
Scott Shepherd	Charlottesville, VA		
Austin Sheppard	New Bern, NC		
David Shuford	Richmond, VA		
Kevin Sidney	Alexandria, VA		
Crawford Simpkins	Charlottesville, VA		
Thomas Smith	Raleigh, NC		
Neil Smith	Slippery Rock, PA		
Charles Smith	Myrtle Beach, SC		
Jacob Sommerville	Mechanicsville, VA		
Logan Spraker	Salem, VA		
Malik Springer	Blackstone, VA		
John Sprow	Fredericksburg, VA		
Austin Stallings	Richmond, VA		
Taylor Sutton	Fredericksburg, VA		
Robert Taylor	Lynchburg, VA		
Martin Teig	Chesapeake, VA		

UNIORS 2009-10

Joshua Aho.....	Manakin Sabot, VA	Daniel Doolittle.....	Pulaski, VA
Cooper Anderson.....	Hampden-Sydney, VA	Michael Dowd.....	Richmond, VA
Andrew Armentrout.....	Charlotte C.H., VA	Kyle Duffey.....	Richmond, VA
Cameron Auker.....	Ephrata, PA	Goodman Duke.....	Louisa, VA
Telphor Austin.....	Midlothian, VA	Eric Early.....	Moseley, VA
William Ayer.....	Newport News, VA	Zachary Elder.....	Cullen, VA
Andrew Bailey.....	Hopewell, VA	Kyle Ellenberger.....	Virginia Beach, VA
Adam Baker.....	Richmond, VA	Cody Farrish.....	Palmyra, VA
Fielding Bance.....	Palmyra, VA	James Fattorini.....	Norfolk, VA
Steven Baronian.....	Richmond, VA	John Fay.....	Portsmouth, VA
Carter Barrett.....	Poquoson, VA	Mohsin Fazlani.....	Richmond, VA
Walker Beauchamp.....	Birmingham, AL	Mark Feidler.....	Atlanta, GA
Andrew Berg.....	Aberdeen, Scotland	Nicholas Ferrara.....	Athens, GA
Ryan Bishop.....	Charlottesville, VA	Jarrod Ficklin.....	Richmond, VA
Michael Blanchard.....	Roanoke, VA	Christopher Finton.....	Bethesda, MD
William Boiter.....	Greenville, SC	Timothy Fisher.....	Millville, WV
Paul Brammer.....	Roanoke, VA	Peter Foley.....	McLean, VA
Derek Braxton.....	Virginia Beach, VA	Connor Gavigan.....	Charlotte, NC
Jayson Brooks.....	Abingdon, VA	Chapin George.....	Manakin-Sabot, VA
Jameson Brown.....	Bogart, GA	Samuel Gibbs.....	Richmond, VA
William Brown.....	Danville, VA	Stuart Gilchrist.....	Roanoke, VA
Matthew Brown.....	Richmond, VA	Adam Gillette.....	Franklin, VA
Andrew Bruckner.....	Chesterfield, VA	Edward Giorgi.....	Rochester, NY
Howard Bullock.....	Richmond, VA	Thomas Glenn.....	Culpepper, VA
James Burchenal.....	Terrace Park, OH	Sam Gooch.....	Richmond, VA
Alexander Burner.....	Vienna, VA	Kyle Grantier.....	Danville, VA
Peter Caldwell.....	Richmond, VA	Tyler Gray.....	Roanoke, VA
Stuart Callahan.....	Mechanicsville, VA	Jason Greenhow.....	Toano, VA
Damon Cameron.....	Ridgewood, NJ	Ryan Grodzki.....	Barrington, IL
John Campolito.....	Shepherdstown, WV	Jacob Haines.....	Capon Bridge, WV
Carlos Capllonch.....	Springfield, VA	Trace Hall.....	Yorktown, VA
Dustin Carpenter.....	Charlottesville, VA	James Hamblen.....	Richmond, VA
Johnson Carpenter.....	Charlottesville, VA	Matthew Hampton.....	Virginia Beach, VA
Scott Carpenter.....	Yorktown, VA	Benjamin Hansell.....	Montclair, NJ
Matthew Carrington.....	Malvern, PA	Jordan Harless.....	Richmond, VA
Matthew Carter.....	Manakin Sabot, VA	Jeffreys Harrell.....	Richmond, VA
Robert Chambers.....	Farmville, VA	Zachary Harrelson.....	Danville, VA
Travis Clark.....	Newport News, VA	Eric Harris.....	Yorktown, VA
DesRaj Clark.....	Danville, VA	William Hawthorne.....	Richmond, VA
Tyler Condrey.....	Chesterfield, VA	Austin Hazel.....	Front Royal, VA
Spencer Conover.....	Yadkinville, NC	James Hazel.....	Oakton, VA
Richard Covington.....	Gainesville, VA	Justin Hebert.....	Glen Allen, VA
Edgar Crenshaw.....	Richmond, VA	William Hendricks.....	Charlottesville, VA
Lannie Cropper.....	Richmond, VA	Matthew Hill.....	Poquoson, VA
William Crutchfield.....	Charlottesville, VA	James Hindman.....	Ruston, LA
Steven Cuccia.....	Charlottesville, VA	David Holt.....	Raleigh, NC
Zachary Cullen.....	Palmyra, VA	Kenneth Holzapfel.....	Hagerstown, MD
Matthew Dabney.....	Goochland, VA	Paul Horne.....	Charlotte, NC
Matthew Daniel.....	Chesterfield, VA	William Houtz.....	Ware Neck, VA
Jonathan Daniel.....	Glen Allen, VA	Thomas Hovis.....	Richmond, VA
Thomas Darden.....	Richmond, VA	Donald Howard.....	Greenville, NC
Gregory Dear.....	Chesapeake, VA	James Howard.....	Keysville, VA
Charles Dietz.....	Richmond, VA	Edward Howe.....	Houston, TX
Brent Dillard.....	Dalzell, SC	Michael Hunt.....	Belvedere, TN
Brian Dolinar.....	Winchester, VA	Trevor Ikswild.....	Philomont, VA
William Doody.....	Norcross, GA	Daniel Isaacs.....	Troutville, VA
		John Jefferson.....	Lorton, VA

William Johnson.....	Williamsburg, VA	Scott Ouzts.....	Trent Woods, NC
Bradford Johnson.....	Raleigh, NC	Michael Overman.....	Greensboro, NC
Matthew Jones.....	Nathalie, VA	Zachary Pack.....	Keysville, VA
Taylor Jones.....	Richmond, VA	Basil Panton.....	Portland, Jamaica
Brendan Joyce.....	Glen Allen, VA	Clayton Parker.....	Fishersville, VA
Janko Kajtez.....	Novi Sad, Serbia	Steve Parnell.....	Midlothian, VA
Stephen Kearney.....	Richmond, VA	Nathan Parr.....	Bedford, VA
Kenneth Keeler.....	Midlothian, VA	Matthew Partsch.....	Roanoke, VA
Whitmore Kelley.....	Raleigh, NC	Peter Pastore.....	Richmond, VA
James Kennedy.....	Lookout Mountain, TN	Thomas Peaden.....	Keysville, VA
Sean Kerrigan.....	Charlotte, NC	Charles Peebles.....	Glasgow, VA
Clyde Kessler.....	Round Hill, VA	Eamon Penland.....	Mt. Pleasant, SC
Alexander King.....	Bethesda, MD	Robert Peterson.....	Roanoke, VA
Embra King.....	Albemarle, NC	Craig Philp.....	Mechanicsville, VA
Brantley Kirkland.....	Rembert, SC	Zachary Pierce.....	Durham, NC
Matthew Klepper.....	Onancock, VA	Benjamin Pleasants.....	Midlothian, VA
Andrew Kochan.....	Penn Valley, PA	John Plyler.....	Charlotte, NC
Nathaniel Kott.....	Mechanicsville, VA	John Potter.....	Evington, VA
Edward Krohn.....	Newport News, VA	Kyle Powers.....	Waynesboro, VA
James Lancaster.....	Lake Forest, IL	Dominic Powers.....	Williamsburg, VA
Joseph Lannetti.....	Norfolk, VA	Thomas Price.....	Richmond, VA
Vincent Lascara.....	Virginia Beach, VA	Andrew Prill.....	Richmond, VA
Andrew Lawson.....	Midlothian, VA	Christopher Pryor.....	Galax, VA
John Lipscomb.....	Fincastle, VA	Sumner Pugh.....	Augusta, GA
Aaron Lipscomb.....	Chesterfield, VA	Alexander Rae.....	Warrenton, VA
Andrew Litteral.....	Richmond, VA	Anthony Rawls.....	Richmond, VA
Elliott Livingston.....	Rock Hill, SC	Pranay Reddy.....	Winston-Salem, NC
Dudley Locke.....	Alexandria, VA	McGavock Reed.....	Washington, DC
Hunter Long.....	Richmond, VA	James Reynolds.....	Prospect, VA
Robert Love.....	Richmond, VA	William Riggensbach.....	Midlothian, VA
John Lucey.....	Bristol, RI	Mark Robins.....	Richmond, VA
Sean Lynch.....	Chesapeake, VA	Shawn Robinson.....	Glen Allen, VA
Thomas Lyons.....	Virginia Beach, VA	David Rouen.....	Wilmington, NC
Andrew MacIntire.....	Powhatan, VA	Scott Rudder.....	Richmond, VA
Anthony Mancini.....	Erie, PA	Eric Rutherford.....	Newport News, VA
Louis Mari.....	Monkton, MD	Nathan Ryalls.....	Toano, VA
Jordan Marshall.....	Unionville, VA	Wilton Sample.....	Shreveport, LA
Daniel Martin.....	Charlottesville, VA	Conor Sanders.....	Baltimore, MD
Kyle Martin.....	Virginia Beach, VA	Philip Saunders.....	Glen Allen, VA
Randall Masters.....	Charlotte, NC	Paul Saunders.....	Fredericksburg, VA
James McClees.....	Midlothian, VA	Joseph Savarese.....	Atlanta, GA
Marshall McClung.....	Salem, VA	Joey Severns.....	Ithaca, NY
Gordon McCormick.....	Richmond, VA	George Sharpe.....	Glen Allen, VA
John McDonald.....	Richmond, VA	James Shelly.....	New York, NY
Thomas McDonald.....	Chesterfield, VA	Mohit Shrestha.....	Kathmandu, Nepal
Kevin McEligot.....	Leonardtown, MD	Kenneth Simon.....	Houston, TX
Brandon McGuire.....	Richmond, VA	Justin Smith.....	Newport News, VA
D. McWilliams.....	Indianola, MS	Stephen Smith.....	Richmond, VA
Troiani Meyers.....	Irvington, VA	Samuel Soots.....	Pfafftown, NC
John Mohrmann.....	Orange, VA	Eduardo Soto.....	Ozark, AL
Louis Moncure.....	Fredericksburg, VA	Jonathan Squire.....	Alexandria, VA
Tyler Moore.....	Greenville, NC	Michael Stabile.....	Mechanicsville, VA
Alexander Morrison.....	Williamsburg, VA	John Stewart.....	Atlanta, GA
Christopher Murray.....	Glen Allen, VA	Russell Stiltner.....	Powhatan, VA
Garrett NeSmith.....	Atlanta, GA	Matthew Swaney.....	Potomac Falls, VA
James Oliver.....	Richmond, VA	Ryland Sweeney.....	Midlothian, VA
Colin O'Neill.....	Lorton, VA	Christopher Swink.....	Norfolk, VA

Samuel Teden..... Charlotte, NC
 Stephen Thacker..... Glen Allen, VA
 Morrison Thomas..... Saint Simons Island, GA
 Nathaniel Thomas..... Chesterfield, VA
 Robert Thompson..... Charlottesville, VA
 John Thraves..... Barboursville, VA
 Curtis Tomlin..... Mechanicsville, VA
 Chason Trahan..... Charlotte, NC
 Stephen Turchan..... West Palm Beach, FL
 Samuel Turner..... Richmond, VA
 Arne Ulbrich..... Bremen, Germany
 Brock Van Selow..... Smithfield, VA
 Timothy VanBenthuyzen..... Castle Rock, CO
 Daniel Venezuela..... Suffolk, VA
 George Vermilya..... Lynchburg, VA
 Michael Vi..... Manassas, VA
 Gordon Wadsworth..... Roanoke, VA
 Andrew Walker..... Midlothian, VA
 Samuel Wallace..... Williamsburg, VA
 James Ward..... Virginia Beach, VA
 Michael Ware..... Goochland, VA
 Robert Warren..... Danville, VA
 Mario Washington..... Greenwood, VA
 David Watkins..... Charlotte Court House, VA
 Shannon Webb..... Fries, VA
 Taylor Welsh..... Leesburg, VA
 Nicholas West..... New Canaan, CT
 Wren Williams..... Stuart, VA
 Carson Wilson..... Edgeworth, PA
 William Wiseman..... Danville, VA
 Hendrik Ziller..... Taunusstein, Germany

SENIORS 2009-10

Frank Adams..... Charlotte, NC
 Newman Ainsley..... Hilo, HI
 John Anderson..... Chapel Hill, NC
 Douglas Appling..... Houston, TX
 Benjamin Archambault..... Silver Spring, MD
 Mark Bagby..... Marshfield Hills, MA
 Robert Bailey..... Richmond, VA
 Richard Bakita-Walter..... Matthews, NC
 James Barnes..... Charlottesville, VA
 Stuart Barnhart..... Winston-Salem, NC
 Tyler Barstow..... Chesapeake, VA
 Joshua Bascom..... Keswick, VA
 Andrew Basinger..... Penn Laird, VA
 Charles Bauman..... Norfolk, VA
 Robert Beasley..... Virginia Beach, VA
 Benjamin Beasley..... Glen Allen, VA
 Jared Biggins..... Glen Allen, VA
 Robert Bodendorf..... Orange, VA
 Michael Bowlin..... Skipwith, VA
 Benjamin Brawley..... Leesburg, VA
 Andrew Breedlove..... Suffolk, VA
 George Breidenbach..... Colonial Heights, VA
 Benjamin Brown..... Randolph, VA
 Philip Bryant..... Richmond, VA
 Charles Bull..... Townsend, VA
 John Burley..... Mount Pleasant, SC
 Andrew Busan..... Reisterstown, MD
 Christian Caiazzo..... St. Louis, MO
 Thomas Capps..... Lynchburg, VA
 Robert Chapman-Smith..... Philadelphia, PA
 Brett Chonko..... Farmville, VA
 Warren Cieslak..... Richmond, VA
 Kevin Coats..... Charlottesville, VA
 Christopher Collie..... Danville, VA
 Dylan Colligan..... Alexandria, VA
 Matthew Compton..... Mooresville, NC
 John Cook..... Salem, VA
 Michael Crincoli..... Midlothian, VA
 Benjamin Cronly..... Richmond, VA
 Hakeem Croom..... New York, NY
 Glen Cross..... Columbia, VA
 Michael Crowe..... Midlothian, VA
 Ryan Daniel..... Yanceyville, NC
 James Darling..... Williamsburg, VA
 James Davis..... Midlothian, VA
 Cody Deckert..... Moseley, VA
 Ramsey Diamant..... New Orleans, LA
 Collin Dickey..... Rochester Hills, MI
 Joshua DiDonato..... Fairfax, VA
 Horace Dillard..... Richmond, VA
 Alexander Divers..... Salem, VA
 Adam Doolittle..... Pulaski, VA
 Quinn Duckett..... Virginia Beach, VA
 James Dunn..... Richmond, VA
 William Eskridge..... Bristol, VA
 Charles Eu..... Reston, VA

Sean Ewart.....	Manassas, VA	Daniel McCullough.....	Charlotte, NC
Cole Faulkner.....	Henderson, NC	Frankie McGuire.....	Casselberry, FL
Adam Fentress.....	Virginia Beach, VA	Christopher McMeekin.....	Philadelphia, PA
Olander Fleming.....	Moseley, VA	Patrick Meden.....	Arlington, VA
Christopher Fox.....	Houston, TX	Burley Medlin.....	West Point, VA
Andrew Fusaro.....	Charlottesville, VA	Robert Melvin.....	Alexandria, VA
John Garris.....	Norfolk, VA	Kyle Messick.....	Yorktown, VA
James Gill.....	Richmond, VA	William Miller.....	Norfolk, VA
Thomas Gormley.....	Lawrenceville, GA	Joshua Miller.....	Stephens City, VA
Lewis Graves.....	Fredericksburg, VA	Miguel Mogollon.....	Greenwich, CT
Richard Griffin.....	Portsmouth, VA	John Montgomery.....	Atlanta, GA
Craig Gurchinoff.....	Forest, VA	Tyler Morgan.....	Chesterfield, VA
Carl Hackney.....	Quincy, FL	William Moss.....	Fredericksburg, VA
Grayson Hamlin.....	Roanoke, VA	Robert Murray.....	Graham, NC
Chad Harte.....	Parkley, VA	Tyler Napier.....	Keysville, VA
Ryan Haywood.....	Gloucester, VA	Brandon Newcomb.....	Charlotte Court House, VA
David Heatwole.....	Dayton, VA	Jacob Newton.....	Colonial Heights, VA
Larry Henshaw.....	Petersburg, VA	Grayson Nexsen.....	Lynchburg, VA
John Hobart.....	Smyrna, GA	Brett Norrington.....	Glen Allen, VA
James Hoffman.....	Richmond, VA	Willoughby Obenchain.....	Clarksville, VA
Christopher Holbrooks.....	Brookneal, VA	Justin Odanga.....	Virginia Beach, VA
Robert Hopcroft.....	Richmond, VA	Joseph Omick.....	Lawrenceville, VA
Allen Horton.....	Boiling Springs, SC	Timothy O'Shea.....	Richmond, VA
Joseph Howard.....	Lanexa, VA	William Pace.....	Richmond, VA
Grandin Howell.....	Suffolk, VA	Ray Paul.....	Richmond, VA
Tyler Huband.....	Virginia Beach, VA	William Phillips.....	Richmond, VA
Matthew Hudgins.....	Powhatan, VA	Robert Pike.....	Nashville, NC
Carter Hutchinson.....	Staunton, VA	Chad Pleasants.....	Powhatan, VA
Jobe Jackson.....	San Antonio, TX	Ian Poole.....	Virginia Beach, VA
William James.....	Raleigh, NC	Mark Powell.....	Washington, DC
Scott Jefferson.....	Lorton, VA	Nicholas Price.....	Sterling, VA
Kyle Jett.....	Suffolk, VA	Maxie Price.....	Bogart, GA
Stephen Johansen.....	Midlothian, VA	Randall Proctor.....	Garner, NC
Ryan Johnson.....	Roanoke, VA	Curtis Read.....	Newport News, VA
E Jones.....	Raleigh, NC	Thomas Ribaric.....	Lynchburg, VA
Kevin Jones.....	Prince George, VA	Jamin Riley.....	Norfolk, VA
Hosea Jones.....	Farmville, VA	Pierce Robbins.....	Lexington, VA
Charles Jones.....	Prince George, VA	James Robbins.....	Charlotte, NC
Jonathan Kastenbaum.....	Richmond, VA	Zachary Roberts.....	Wayne, WV
Brian Kern.....	Midlothian, VA	William Robertson.....	Charlotte, NC
Rhorie Kerr.....	Richmond, VA	Richard Ruddy.....	Clifton, VA
Turner King.....	Roanoke, VA	Corbin Salmon.....	Smithfield, VA
Benjamin Kinney.....	LaGrange, TN	Paul Santo.....	Richmond, VA
Alexander Kolt.....	Arlington, VA	Jonathan Scheetz.....	Siler City, NC
Erik Koroneos.....	Lynchburg, VA	Patrick Schmidt.....	King Of Prussia, PA
Tan Le.....	Daklak Province, Vietnam	Thomas Schultz.....	Alexandria, VA
Adam Lees.....	Delray Beach, FL	Corey Sedlar.....	Richmond, VA
Derek Lenning.....	Lexington Park, MD	Andrew Sellers.....	Roanoke, VA
Jason Lewis.....	Charlotte, NC	Kyle Simmers.....	Stephens City, VA
Bruce Lewis.....	Goochland, VA	John Simmons.....	Mine Run, VA
Michael Little.....	Clarksville, VA	Henry Skiba.....	Richmond, VA
Jamar Lovelace.....	Lynchburg, VA	William Smith.....	Ruther Glen, VA
Matthew MacFarland.....	Gretna, VA	Charles Smith.....	Huntsville, AL
Taylor Mann.....	Forest, VA	Alexander Smith.....	Deerfield, MA
Kyle Martin.....	Chesapeake, VA	Garrett Smith.....	Virginia Beach, VA
Andrew Mauney.....	Bowling Green, KY	William Smith.....	Richmond, VA
Douglas McCorkle.....	Lutherville, MD	Edwin Smock.....	Manassas, VA

Jennings Snyder	Rock Hill, SC
Thomas Spencer	Wilson, NC
Peter Squire	Richmond, VA
Randolph St. Clair	Virginia Beach, VA
George Stephenson	Seaford, VA
Evan Striegel	Charlotte, NC
Joseph Stiles	Southbury, CT
Shaun Swartz	Glen Allen, VA
Christopher Tait	Nokesville, VA
James Tate	Staunton, VA
David Taylor	Crewe, VA
Matthew Taylor	Charlottesville, VA
Casper Timberlake	Lexington, NC
Karlis Tropis	Charlotte, NC
Stephen Turner	Poquoson, VA
Alexander Tzavellas	Norfolk, VA
Eryan Vanetten	Catharpin, VA
Andrew Walker	Raleigh, NC
Craig Warnement	Charlotte, NC
Harry Warren	Chase City, VA
David Waterworth	Richmond, VA
Edward Watkins	Richmond, VA
Evan Weinzierl	Charlotte, NC
Timothy Wepplo	Woodbridge, VA
Charles Wesley	Richmond, VA
John West	Lanexa, VA
Adam Whitman	Colonial Beach, VA
Harrison Windle	Charlotte, NC
Matthew Winfree	Powhatan, VA
Brandon Wood	Clayton, GA
James Wood	Virginia Beach, VA
Eric Woody	Forest, VA
John Wrege	Winston-Salem, NC
Kent Wydner	Brookneal, VA
Boaz Young-el	Hopewell, VA
William Zackowski	Oak Ridge, NC

*Number of Students by States, Territories, and
Foreign Countries — 2009-2010*

Alabama	7
Arkansas	1
California	4
Colorado	5
Connecticut	6
District of Columbia	5
Florida	10
Georgia	37
Hawaii	1
Illinois	4
Indiana	1
Kentucky	2
Louisiana	4
Maryland	22
Massachusetts	3
Michigan	1
Minnesota	1
Mississippi	1
Missouri	1
New Jersey	6
New York	6
North Carolina	116
Ohio	1
Pennsylvania	15
Rhode Island	1
South Carolina	14
Tennessee	6
Texas	12
Virginia	743
West Virginia	11

FOREIGN COUNTRIES

Brazil	1
Canada	1
China	2
Columbia	1
Ethiopia	1
Germany	2
Jamaica	2
Korea	1
Latvia	1
Myanmar	1
Nepal	1
Peru	1
Poland	1
Russia	1
Serbia	1
Ukraine	1
United Kingdom	1
Vietnam	1

Total Students: 1,068

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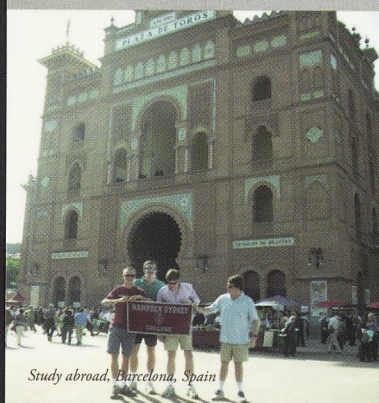
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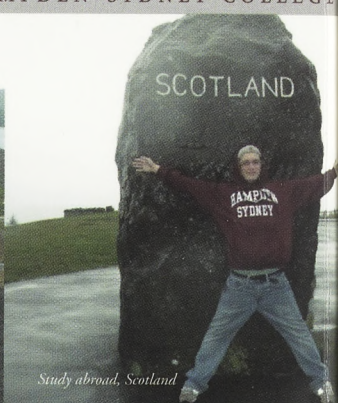
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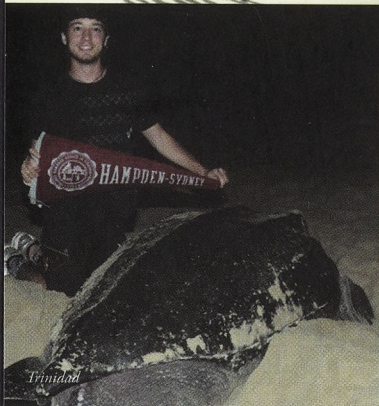
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Evolutionary biology class in the Galapagos Islands



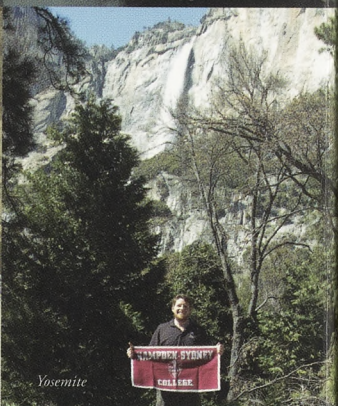
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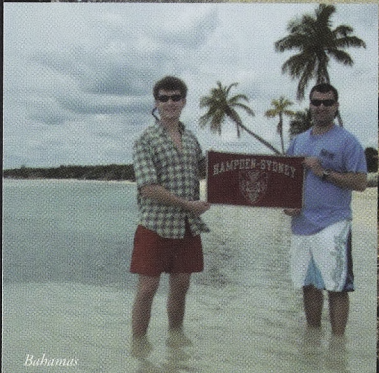
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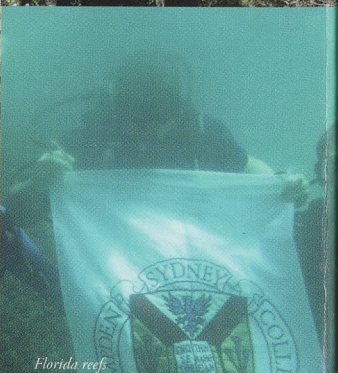
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